



# The Winter Sports School

## in Park City

P.O. Box 1998  
Park City, UT 84060  
P. 435.649.8760  
F. 435.649.9087

[www.wintersportsschool.org](http://www.wintersportsschool.org)

### WINTER SPORTS SCHOOL CHARTER SCHOOL APPLICATION

#### 1. School Purpose and Goals

##### a. *Executive Summary*

The Winter Sports School in Park City (WSS) is a fully accredited (PNAIS and NAIS), instructor-led, college preparatory program for dedicated winter sports athletes, currently operating as an independent school in Park City, Utah. The school began in 1994 as part of the Park City Ski Team, becoming its own independent 501c(3) in 1998. The success of the program has been tremendous, both academically and athletically. Approximately 90% of WSS alumni go on to a two-year or four-year college or university program of their choice within a year of graduation, including such institutions as Stanford University, Dartmouth College, Williams College, and Middlebury College. Of the other 10% of WSS graduates, most are nominated to the national team for their respective athletic disciplines. WSS alumni have collectively won multiple Olympic medals, National and World Championships, and World Cup titles.

The WSS system works, but as an independent school it is tuition-based and available to a relatively small subset of the student population due to cost considerations. Becoming a Utah State charter school will allow WSS to make its system available to more college-bound students who are also dedicated winter sports athletes, and would represent a first within the realm of public education in The United States. There is not, nor has there ever been, any public education option like it in the country. The existence of WSS as a charter school will also relieve some of the pressure on traditional public high schools in the Summit County, Wasatch County, and Salt Lake City regions, which must currently juggle the needs of winter sports athletes – i.e. their competitive schedules and time away from school– with required attendance policies during the winter months. Some public high schools have experimented with online course offerings during the winter, but reports from students and parents in local communities suggest that they are an inadequate substitute for the instructor-led curriculum offered at WSS.

As an independent school, WSS has offered its college preparatory curriculum to grades 9 through 12, and we would continue that tradition as a Utah State charter school.

Key Founders of The Winter Sports School as a charter entity are as follows.

##### i. WSS Board of Trustee Charter School Subcommittee Members

1. Tim Gaylord: Mr. Tim Gaylord joined the WSS Board of Trustees in 2010, and was elected president in 2012. Mr. Gaylord has helped build Utah's Holiday River Expeditions into one of the premier backcountry outfitting companies in the western U.S. during his 25 year tenure as their Director of Operations. Mr. Gaylord was awarded the Canyonlands National Park Safety



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Award in October, 2003. Mr. Gaylord's son graduated from WSS in 2001. Mr. Gaylord attended the University of Utah.

2. Tore Steen: After a career as CEO of both private and public companies, Tore now serves as a director on several corporate and non-profit boards and as a strategic advisor to chief executives. He is also involved in a number of ventures, through his company World Intelligent Network LLC. Tore's business background includes serving as CEO and/or Board member for both private and public (NYSE, NASDAQ, LSE) domestic and international companies in the financial, leasing, shipping, technology, health care, manufacturing and construction industries. He has a BS in Marketing, an MBA in International Finance and Computer Science from the University of Oregon and has attended the Board Executive Program at Harvard Business School. He is also a professional ski instructor and a former ski race and ski coach (for the University of Oregon Ski Team)
3. Bryon Friedman: Mr. Bryon Friedman joined the WSS Board of Trustees in 2011. A former U.S. Ski Team member, Mr. Friedman is the co-founder of Soul Poles, an environmentally conscious producer of bamboo athletic poles, and has remained a notable recording and touring artist since his debut music album, "Road Sodas," in 2005, opening for such acts as The Doobie Brothers, Train, and Robert Earl Keen. Mr. Friedman graduated from the Winter Sports School in 1996, and holds a bachelor's degree from Dartmouth College.

### ii. Winter Sports School Leaders

1. Robert Clayton: Mr. Robert Clayton has been the WSS Head of School since 2002. Mr. Clayton has been involved in winter sports athletics as an educator and a coach for over 35 years, including 13 years as teacher, coach, and administrator at Stratton Mountain School; 6 years as a coach on the U.S. Alpine Olympic Team, and 5 years with the Park City Ski Team. Mr. Clayton holds a bachelor's degree in Zoology from The University of Vermont.
2. David Kaufman: Mr. David Kaufman joined the WSS staff as marketing director and teacher in 2008, and has been the WSS Assistant Head of School since 2011. From 1997 to 2007, Mr. Kaufman was a manager at Intel Corporation, guiding product development and setting prices for all Intel technology designed and sold into OEM laptop systems worldwide, a ~\$5B annual business. During 2007, Mr. Kaufman also established a new, centralized pricing organization for Cypress Semiconductor. Mr. Kaufman holds a bachelor's degree in Economics and English from Bowdoin College and an MBA in marketing from The University of Texas at Austin.



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### b. Mission Specific Goals

Indicator – Upholding mission and purpose		
Measure	Metric	Board Goal
College Preparation	Student performance on ACT, SAT, and PSAT	Regularly exceed state and national averages as of the end of WSS's second full year of operation as a charter school
College Acceptance	Student college acceptance and matriculation to a two-year or four year college or university, or nomination to a national athletic team	>90% as of the end of WSS's third full year of operation as a charter school
Citizenship	Student community service hours	10 or more per year per student
Athletic Enablement	Student winter participation in athletic activity overseen by national or international governing board	100 or more hours per winter season per student
Athletic Training	Annual student athletic training hours provided by WSS	100 or more

- i. **College Preparation:** WSS students will exceed state and national averages on ACT, SAT, and PSAT scores by the end of its second full year of operation as a charter school.
- ii. **College Acceptance:** >90% of WSS graduates will matriculate at a two-year or four-year college or university or be nominated to a national athletic team within two years of graduation, as of the end of its third full year of operation as a charter school.
- iii. **Citizenship:** All WSS students will complete 10 hours of community service during each school year, as of the end of its first full year of operation as a charter school.
- iv. **Athletic Enablement:** WSS students will participate full time in winter sports athletic programs during the schools non- operational months. The goal will be that each student participates a minimum of 100 hours per season in their chosen program. The WSS expects each student to keep a formal log of their season long participation for review by school administration upon the completion of their competitive season.
- v. **Athletic Training:** WSS will keep its students physically trained for athletic success by offering at least 100 hours of supervised conditioning and physical education each year, starting with its first full year of operation as a charter school.

### c. Purpose

As a charter school, the purposes of WSS as a whole are to:



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- i. **Continue to improve student learning.** WSS commits, as stated in its Mission Specific Goals, to prepare its students for college and keep its students ahead of state and national averages, as measured by standardized test scores, in an increasingly competitive academic environment.
- ii. **Encourage the use of different and innovative teaching methods.** WSS will enable its students to excel in both academics and athletics, with no compromises, through the use of its innovative calendar and teaching methods, both inside the classroom and through the use of instructor-led technology when students are required to travel for their respective sports.
- iii. **Increase choice of learning opportunities for students.** As a charter school, WSS would represent the first public education option of its kind for college-bound students who are also dedicated winter sports athletes in the history of The United States.

## 2. Student Population

### a. *Target Population*

WSS will serve college-bound students, grades 9 through 12, who are dedicated to winter athletics, as measured by incoming grade point averages and participatory hours in validated athletic programs. The bulk of the target student-athlete population will come from Park City, Summit and Wasatch Counties, and the greater Salt Lake City metropolitan area. Students may also matriculate from other regions of the United States and the world – families of such students will need to pay state and WSS mandated fees.

As noted above: as a charter school, WSS would represent the first public education option of its kind for college-bound students who are also dedicated winter sports athletes in the history of The United States.

### b. *Special Populations*

Upon enrollment in the WSS Charter school the WSS administration will provide all incoming students and their families with a form requesting disclosure of any existing IEP's or 504 plans. In addition the school will hold an orientation for the school population as to the process required in order for students to receive accommodations on the standardized college entrance exams. There will be no gifted and talented special program as the curriculum of the WSS will be a strictly college preparatory curriculum which will serve the needs of any previously designated gifted and talented student. Students enrolling with an ELL designation will be accommodated based upon the level of service they require in mitigating their English language deficiency.





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*c. Admission Procedures / Lottery Policy*

WSS will hold an initial enrollment period from November 1<sup>st</sup> to November 8<sup>th</sup> each year, a second enrollment period from December 15<sup>th</sup> to January 15<sup>th</sup> each year, and a third enrollment period from February 1<sup>st</sup> to March 1<sup>st</sup> each year in support of an academic calendar start date in mid-April. Dates of the enrollment periods will be posted on the WSS web site. Application forms will be available on the WSS website and may be sent to the Assistant Head of School either by email, FAX, or U.S. Mail. The application form will require students and parents/guardians to provide:

- i. Name(s)
- ii. Physical address(es)
- iii. Phone number(s)
- iv. e-mail address(es)
- v. Current grade in school
- vi. Date of birth
- vii. Number of siblings already attending or simultaneously applying to WSS
- viii. Parent / Guardian name (first, middle, last)

In the event that demand exceeds supply of available spots in a given graduating class during any enrollment period, a lottery will be conducted to allocate the available spots. The lottery for any given class will be conducted two business days after the close of the enrollment period during which applications for that class exceed the available spots. Applicants not receiving a spot will be placed on a wait list, with the wait list order also determined by lottery. Once a lottery for a given class has been conducted and all available spots for that class are allocated, any additional applications received for that class will be kept on file to be included in a subsequent lottery procedure, should it prove necessary.

Applicants during the initial enrollment period will be notified of their acceptance, or their status on the wait list, on or before November 15<sup>th</sup> of each year. Applicants during the second enrollment period will be notified of their acceptance, or their status on the wait list, on or before February 1<sup>st</sup> of each year. Applicants during the second enrollment period will be notified of their acceptance, or their status on the wait list, on or before March 15<sup>th</sup> of each year. Applications will not carry over to future years.

Returning students in good academic and behavioral standing are exempt from the application and lottery processes.

Siblings of current students may be exempt from the lottery, but will not be exempt from the application process. Siblings must still announce their intention to attend WSS by submitting



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an application, and are encouraged to do so as early in the initial enrollment period as possible, since their potential acceptance is predicated in part on available space.

5% of each class will be reserved for children of WSS founding members and current staff who 1) have at least 5 continuous years of service to WSS, and 2) either hold a full-time, salaried position with WSS, or teach a minimum of 4 full-credit courses each year (or the equivalent) for WSS. Founding members are defined as WSS leadership (Head of School, Assistant Head of School, and Board of Trustees Charter School Subcommittee members) as of the day WSS receives its charter from the Utah State Office of Education (USOE). Children of founding members will take precedence over current faculty and staff meeting the minimum service requirement. The 5% of spaces in each class will be held for children of founding members and faculty and staff meeting the minimum service requirement during the initial enrollment period only.

Children of founding parents may be exempt from the lottery. Founding parents are defined as those who have contributed a minimum of 25 hours of service in helping to establish WSS as a State charter school, in some manner as deemed necessary by the WSS Head of School and (or) Assistant Head of School.

WSS is committed to equal opportunity. No aspect of its lottery process – or its admission process in general – will give any weight or consideration to gender, race, color, creed, religious affiliation, sexual orientation, or socioeconomic status.

### *d. Student Attendance and Enrollment*

Indicator - Student attendance and reenrollment		
Measure	Metric	Board Goal
Student attendance rate	All student attendance / all student membership	93%, as defined by pre-arranged absence policy described below
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	50%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next (Fall Enrollment year 1 → Fall Enrollment year 2)	80%
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years (Fall Enrollment year 1 → Fall Enrollment year X)	60% after four full years of operation as a charter school.



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Attendance: WSS is committed to upholding the documented and accepted state standard of 93% attendance for all secondary school students. Given the nature of our target student body, however (please see Section 2.a above), it is anticipated that students will occasionally need to be absent from school due to legitimate athletic training and competition requirements. WSS will count time away from class for athletic purposes as contributing to the 93% attendance goal as long the following protocols are followed:

- i. Prior to each planned absence for training or other legitimate athletic purposes, students must take a pre-arranged absence form to each current instructor. If all current instructors believe that the planned absence will not limit the student's potential grade in the course, they will sign off on the absence, indicating their permission for the student to miss the requested days, and indicating what work the student will need to complete during the absence and (or) upon returning to class.
- ii. The form must then be signed by the student's parents or guardians.
- iii. The form must then be signed by the Assistant Head of School or the Head of School. A copy of the form will be kept in the student's file.
- iv. During the absence, students must complete all prescribed work, and check in with all current instructors via e-mail, instructor blogs, or other (as prescribed by the instructors on the pre-arranged absence form).
- v. Upon returning to school, students will have two school days to set up a schedule for any remaining make-up work. Said make-up work will then be completed per the schedule.

Absences due to illness will not count against the 93% attendance target unless they exceed three school days in length and a signed note from a doctor is not provided.

All other absences, whether due to family vacations, truancy, etc., will count against the school's 93% attendance target and may result in disciplinary action (please see Section 11 below).

Within year enrollment rate: Given WSS's unique calendar, we expect that a certain percentage of students each year will matriculate after our school year has begun – about 1/3 of the way through. This dynamic is expected because some students will elect not to abandon the credits they have “in flight” at the end of their prior school year, so they will join WSS in late-June / early-July as opposed to mid-April (calendar details are provided in Section 3.a below). Based on past years of operation, WSS expects such students to comprise up to 50% of the overall student body in any given year, although the percentage will typically be lower than that. WSS has mechanisms in place, such as winter reading programs, winter electives,



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etc., to help students make up any credits required as a result of either leaving credits from their prior school(s) unfinished, or missing partial credits during their initial year with us – please see Section 10.b below.

Year-to-year reenrollment rate: Based on past years of operation, WSS expects to lose up to 10% of non-graduating students each year either because of changes in family circumstance, or electing to withdraw from school because they cannot handle the pace of our rigorous, college preparatory curriculum within a compressed annual calendar. We anticipate that that percentage may increase during our first few years of operation as a charter school, given the potential rapid growth of our constituency. Our percentage reenrollment goal for returning, non-graduating students as a charter school is therefore 80%.

Continuous reenrollment rate: During WSS's history as an independent school, this percentage has been low. Typically about 10% of all students begin with us in our first available year and go on to graduate from our program. The reasons are twofold. 1) Students often do not seek to attend WSS until they've reached an athletic performance threshold – with an associated stringent time commitment – which all but requires them to miss multiple weeks of school during a traditional academic calendar. 2) Families of students often wish to avoid paying WSS tuition until, again, the student's athletic schedule all but demands that they do so. These "pain thresholds" typically don't make themselves felt until 16+ years of age. It is our strong hope and belief that operating as a charter school for grades 9 through 12, with no tuition charged to in-state residents, will somewhat alter these market behaviors, allowing and encouraging student-athletes to free up their competitive seasons as of a younger age, and therefore command a better competitive edge in national and international events as they mature. We still expect, however, that families from outside the state of Utah will apply to attend WSS as upperclassmen, since they will seek to avoid the fee charged to non-taxpayers from outside the state until the last possible year. Given our projected attrition rates described above, we therefore project a "steady state" continuous reenrollment target of 60% after four full years of operation as a charter school.

### 3. Calendar and Bell Schedule

#### a. *Calendar*

WSS will offer a full college preparatory curriculum in a compressed calendar, with very few electives or vocational training courses. We will offer 140 hours of classroom instruction per credit earned, with total hours of instruction for the year exceeding 990. WSS will meet





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those instructional hour thresholds by virtue of a 144 school day calendar – commensurate with existing Utah State charter schools which operate a four-day school week during a “traditional” annual calendar from late August through early June. Although precedent Utah State charter schools exist which operate for 144 annual days while providing 990 instructional hours, WSS will still need an official waiver from the Utah State Office of Education to operate for fewer than 180 school days each year.

In addition to the core WSS curriculum, WSS students will be required to complete 1.5 credits of Career and Technical Education (CTE), either online or through course offerings at WSS (i.e. Economics & Personal Finance) and (or) at students’ local district schools or through online offerings. CTE credits are part of the 24 overall credits earned from grades 9 through 12 which are required for graduation from WSS.

The proposed calendar below assumes that the USOE waiver is granted. If the waiver is not granted, we will still conduct the bulk of our instruction within the proposed dates, but will offer supplementary, supervised academic projects during the winter months, adding to our annual days of operation (detailed proposal to follow if necessary). The downside of requiring such supplemental activities is that the WSS mission of allowing our students to pursue athletics unencumbered by academic responsibilities during the winter months will be somewhat compromised.

April 8 <sup>th</sup> , 2014	First Day of School
April 21 <sup>st</sup> – 25 <sup>th</sup>	Spring Recess – No Classes Held
May 26 <sup>th</sup>	Holiday – Memorial Day
June 16 <sup>th</sup> – 20 <sup>th</sup>	Vacation
June 27 <sup>th</sup>	End of First Trimester
June 30 <sup>th</sup>	Start of Second Trimester
July 4 <sup>th</sup>	Holiday – Independence Day
August 11 <sup>th</sup> – 15 <sup>th</sup>	Vacation
September 1 <sup>st</sup>	Holiday – Labor Day
September 12 <sup>th</sup>	End of Second Trimester
September 15 <sup>th</sup>	Start of Third Trimester
October 16 <sup>th</sup> – 17 <sup>th</sup>	Fall Recess – No Classes Held
November 21 <sup>st</sup>	End of Third Trimester, Last Day of School, Graduation

b. *Bell Schedule*

WSS will continue its current operational bell schedule as follows:

1<sup>st</sup> Period: 8:00 to 9:30am



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2 <sup>nd</sup> Period:	9:35 to 11:05am
LUNCH	11:05 to 11:50am
3 <sup>rd</sup> Period:	11:50am to 1:20pm
4 <sup>th</sup> Period:	1:25 to 2:55pm

#### 4. Market Analysis

##### a. Location

WSS's municipal location as an independent school – and its planned continued location as a charter school – is ideal given its target population (please see Section 2.a above). Park City and the surrounding areas are endowed with world class training facilities, competition facilities, and coaching personnel in all disciplines contested in modern international winter sports competitions; the Winter Olympics, World Cup, X-Games, and other World Championship events governed and overseen by national and international governing boards. As a result, the pool of young talent in winter athletics is arguably deeper in the Park City / Salt Lake City region than anywhere else in the United States. According to the United States Olympic Committee (USOC), out of the 216 Team USA athletes sent to the Vancouver Winter Olympics in 2010, 51 either were born in Utah or claimed Utah as their current residence at the time of selection to the team – over 23%. Most of those 51 Utah athletes were born or resided in the Park City / Salt Lake City area, and those figures don't include domestic and international athletes who received training in the area during the run-up to the 2010 Olympics, nor does it include international athletes like Australia's Torah Bright, a freestyle snowboarder who relocated to Salt Lake City before winning a gold medal in women's half pipe in Vancouver. This area is the premiere U.S. location for young talent to develop in winter sports.

As a charter school, WSS will remain in Park City, Utah. Our current facility has a capacity of only 65 students – less than the amount we would expect to service as a charter school. If we are granted a state charter, we will move to a larger facility (details will be forthcoming at a later date – we are currently evaluating several possibilities), and we will ensure that future facility's compliance with structural codes and ADA accommodations prior to our commencement of operation as a charter school in mid-April of 2014.

Other educational facilities within a five mile radius include the Park City School District (PCSD) schools, the PCSD Learning Center, the PCSD district offices, the Soaring Wings and Little Miners Montessori schools, and the Weilenmann School of Discovery. Other than WSS, there are no accredited independent or charter secondary schools within a five mile radius of Park City.



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### b. *Market Context and Trends*

The athletic development talent in the Park City / Salt Lake City area is expected to grow – particularly at the secondary school age. In the ~10 years since the 2002 Winter Olympics were hosted in Utah, Summit County alone has grown by almost 7,000 people – an increase of over 23%. Furthermore, natural births in Summit County exceeded 400 for the first time in 1998, which is the precise birth year of the leading edge of today’s targeted WSS demographic. Recorded births in Summit County for the past four WSS graduating classes’ birth years (that is, from 1994 through 1997) equaled 1,445. Recorded births in Summit County for the next four WSS graduating classes birth years (1998 through 2002) equal 1745 – an increase of 300, or over 20%. (Data provided by the Utah Population Estimates Committee on [www.utah.gov](http://www.utah.gov).) Growth trends in Salt Lake area counties are somewhat more muted on a percentage basis, but the trend is still upward and built on a much larger base.

WSS is committed to servicing secondary school students in all winter sports disciplines. As a result, assuming the percentage of local and regional secondary students participating in winter sports remains constant, the need for the educational opportunity afforded by WSS will grow over time, consistent with the local demographic trends noted above. Student and family interest in WSS is not and will not be vulnerable to the decline in popularity of any one winter sport in favor of another (i.e. the recent trend of interest away from Alpine Skiing in favor of Freestyle Skiing).

It’s important to note that WSS is not meant to address any overall crowding situations in Park City / Salt Lake City area schools, but to address issues arising from the somewhat incompatible time demands placed on college-bound secondary school students pursuing winter athletics. The resultant issues for those students in Utah’s public schools today include unacceptable levels of absenteeism – especially during winter months – and detrimental impacts to their preparedness for college and (or) to their results in athletic competition, particularly at the international level. WSS has an established record of solving those issues, based on our college acceptance record and the success our students and alumni have enjoyed in the athletic arena.

Beyond the boundaries of our local community, WSS has proved itself a magnet for students facing similar issues elsewhere in the United States and the world. We have had students matriculate from most western U.S. states and from as far away as Europe, Australia, and New Zealand. We expect to continue serving an out-of-state demographic, although we also expect that, as a charter school, they will represent a smaller percentage of our student body, since such students will have to pay a five-figure enrollment fee each year while in-state students will pay nothing over and above their respective families’ tax burdens. Today, out-of-state students comprise 40% to 50% of our student body, and we expect that figure to drop



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to below 20%. We believe that, as a charter school, WSS will serve less as a magnet for families to send their high school students away to school, but much more as a magnet for entire families to relocate to Utah.

Given all the above noted trends, WSS intends to begin operation as a charter school with a total capacity of 100 students. Assuming demand for spots outstrips supply, we intend to grow by adding capacity to our lower grades and allowing the increase in numbers to ripple through to higher grades during subsequent years for a potential maximum of 200 students in future years.

c. *Competitive Advantage*

WSS is unique. As an independent secondary school we face regional and national competition, but each competitor does only a facet of what we do. Institutions such as Rowmark Academy in Salt Lake City, Burke and Stratton in the eastern U.S., etc. cater to athletes in a small subset of winter sports disciplines. Rowmark is only for alpine ski racers, for example. Burke is for skiers and snowboarders. The National Sports Academy in Lake Placid, New York is the only other secondary school in the United States which offers services to all winter sports athletes. Furthermore, no other institution in the U.S. has adopted an academic calendar which frees their students from their academic responsibilities during the winter competitive season.

Academically, WSS is in the top tier of winter sports academies in the nation. We are accredited by the Pacific Northwest Association of Independent Schools (PNAIS) and Advanced Ed (NWAC). Our college preparedness benchmarks, as measured by our students' ACT and SAT test scores, are significantly above state and national averages. As a small school with an alumni base of ~250, we have produced several National Merit semifinalists and finalists, and produced one National Merit Scholar. Our graduates have been accepted into some of the finest institutions of higher learning in the country, and they have thrived there. We have an established track record with respect to academic excellence, and we intend to retain that culture as a charter school.

Athletically, our student and alumni track record is just as impressive. WSS does not coach its students (aside from summer conditioning) or manage "in house" athletic teams, which frees our students to work with the best coaches and teams anywhere in the world in addition to having their winters free for athletic pursuits. Our competitors insist that their students join their own teams and be coached by their own staff, who may or may not be the most talented or the best fit with the student(s). WSS provides choice. Our system works. Approximately 20% of the U.S. Ski Team is comprised of WSS students and alums. Our students and alums claim six Olympic medals and numerous titles at the national and world





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level. During the 2011/12 season, WSS students and alums accounted for 15 World Cup titles – more than most nations of the world. Again, these figures stem from a population of ~250 individuals. We hope to grow that population – and its associated successes – at a quicker pace as a charter school, making the Park City area even more of a “Mecca” for the development of young winter sports athletes.

d. *Outreach*

The foundation of our initial outreach and marketing plans as a charter school will center around the Park City and Salt Lake City areas. We will secure appearances on the local radio station (live interviews and PSAs), take out ads in the Park Record and Salt Lake Tribune, and hold a series of public forums to help the local market understand that WSS has become a public entity, no longer requiring tuition from local residents. We expect a significant wave of local interest as a result of that message.

Thus far, direct mail advertisements and open houses have proven expensive and ineffective for WSS, and so we don’t intend to pursue them as a charter school. We will, however, make the Head of School and Assistant Head of School available for meetings with interested families and parent groups by appointment.

We will also maintain a dynamic, active web presence – updated to feature our new charter school status and associated changes in cost, application procedures, enrollment periods, etc.

Depending on initial out-of-state interest (i.e. whether significant numbers of out-of-state families demonstrate willingness to relocate or pay the out-of-area matriculation fees), we may continue our internet ad campaigns on such sites as live-timing.com, fasterskier.com, and others which are heavily viewed by the winter sports community. Current rates for such ads currently run at about \$2,500 per site per season.

## 5. Capital Facility Plan

a. *Building*

The Winter Sports School currently is housed in three modular units. The total square footage of these buildings is just under 5,000 square feet. There are 7 classrooms, a conference room, a lobby, a lounge and three administrative offices. Additionally there are two bathrooms. The current facility can accommodate up to 65 students.

As a charter school, opening with space for 100 students and a potential growth path to 200 students, our space requirement will be 10 classrooms capable of holding up to 25 students each. The WSS will also need three offices and an available conference room for WSS administration,





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along with storage space for supplies and outdoor space for parking and modest recreational equipment. Several potential sites in Park City have already been identified at manageable cost levels – discussions with current owners will begin in earnest if our charter is granted or if this application meets with positive feedback by the decision committee. At such a time, we will begin detailed discussions with the USOE Charter School Division regarding available grants and loans, and with local philanthropists (who have already expressed serious interest in helping the WSS program become a tuition-free option) as well. We confident in our ability to source and configure a new facility capable of accommodating our expected increased student count as a charter school, and which meets all structural and ADA codes, by mid-April, 2014.

### *b. Contingency*

In the event that the WSS has no suitable facility to house its operation on January 1 of the opening year the WSS will continue to operate as independent school and place its intention to become a charter school on hold until an adequate facility can be developed.

### *c. Financing*

The WSS will finance the development of the school facility through the financing system provided by the Charter School Finance Authority. In addition to the standard financing mechanisms provided by the state, WSS will attempt to follow through on the information provided to the school in a capital campaign feasibility study performed for the school in 2010, which advised WSS that it is possible for the school to raise 4 million dollars in capital campaign funding. These fund raising dollars would be used to pay for construction or be raised to pay down the debt incurred through borrowing construction funds from the Utah State Charter School Finance Authority and other financial institutions.

## **6. Detailed Business Plan & Budget**

### *a. Planning Year*

WSS is already a functioning and fully accredited high school. The WSS has just completed an audit of its 2011-12 fiscal year financial position. There will need to be considerations for the transitioning of facility, as noted above. The WSS has the entire necessary technological, bookkeeping, and record keeping infrastructure to open for the WSS calendared 2014 school year. There will be expense for books and various classroom materials. Current policy is that students are responsible for those materials. We will look to work with the USOE in what will be the best method to provide textbooks and technology for the first year of the Charter School, and a line item has been included in our Year 1 and Year 2 operating budgets in anticipation of supplying textbooks to our students as a Charter School.



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The “planning year,” therefore, will be concurrent with our potential final year of operation as an independent school, during which we would source an expected \$24,000 start-up grant from the State of Utah, and another \$100,000 at sub-2% financing from the USOE in order to secure and configure a new facility only. All other costs associated with the operation of WSS during the “planning year” will be covered by its ongoing operation as an independent entity.

### b. *Operational Years 1 – 2*

The WSS Charter School will operate on a budget based on the assumption that there will be 100 total students in its initial year. The assumed class breakdown will be 25 freshmen, 25 sophomores, 25 juniors and 25 seniors. WSS will apply to the USOE for an initial student allotment of 150, in case we meet with overwhelming demand in our first year of operation as a State charter school.

The school will look to incrementally grow this student population annually until a maximum of 200 students are enrolled. At this time it is difficult to predict what year that maximum range will be reached. It could be in year 2 or 3 but more realistically year 4 or 5.

Our proposed budgets for Operational Years 1 – 2 are shown in Appendix B below. Given the nature of the WSS school calendar, our school year falls within each calendar year but our fiscal year begins in April just prior to the opening day and closes on March 31 of the following year. Based on Utah State funding procedures for public schools, we will shift our fiscal year as a charter school to run from July 1<sup>st</sup> to June 30<sup>th</sup>.

## CHARTER SCHOOL WORKSHEET

**FY 2014-2015**

**\*\*\*\*\*PROJECTION ONLY\*\*\*\*\***

### TEMPLATE

School Name

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	100	1.2	120
Special Ed Pre-School	0		
Special Ed ADM (K)	0		



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Special Ed ADM (1-12) 4  
Special Ed (Self-Contained) 0  
Number of Teachers (K-6) 0  
Number of Teachers (7-12) 7

WPU Value \$2,842  
No. of Teachers (FTE) (CACTUS) 0  
School Administrators (CACTUS) 0  
Prior Year WPUs 0  
Low Income Students-prior year 0

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	120.0000	\$ 341,040
Professional Staff	0.05400	6.4800	18,416
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	4.0000	10,428
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		25,194
<b>Total WPU Programs</b>		130.4800	\$ 395,078
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 3,936
<b>Special Populations</b>			
Enhancement for At-Risk Students	\$30.42 per student		3,042
Enhancement for Accelerated Students	\$3.79 per student		379
<b>Other</b>			
School Land Trust Program	\$41.88 per student		4,188
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-



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Charter Administrative Costs	\$38.47 per low income student \$100 per student		- 10,000
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		-
ESA-School Administrators	\$3,104 per qualified administrator		-
<b>Local Replacement Dollars</b>	Average \$1,710 per student		171,000
<b>Total Non-WPU</b>			\$ 192,545
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup> \$200 or \$150 per teacher (7-12) <sup>2</sup>	0 7	- 1,050
Library Books and Resources	\$0.995 per student	100	100
<b>Total One Time</b>			\$ 1,150
<b>ESTIMATED Total All State Funding</b>			\$ 588,773
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<b>Updated 05-17-12</b>

## CHARTER SCHOOL WORKSHEET

### FY 2015-2016

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

### TEMPLATE

School Name

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	125	1.2	150
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	4		
Special Ed (Self-Contained)	0		



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Number of Teachers (K-6) 0  
Number of Teachers (7-12) 8

WPU Value \$2,842  
No. of Teachers (FTE) (CACTUS) 0  
School Administrators (CACTUS) 0  
Prior Year WPUs 0  
Low Income Students-prior year 4

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	150.0000	\$ 426,300
Professional Staff	0.05400	8.1000	23,020
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	4.0000	10,428
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$251.94 per K-8 ADM		31,493
<b>Total WPU Programs</b>		162.1000	\$ 491,241
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 30.167 per WPU		\$ 4,890
<b>Special Populations</b>			
Enhancement for At-Risk Students	\$30.42 per student		3,803
Enhancement for Accelerated Students	\$3.79 per student		474
<b>Other</b>			
School Land Trust Program	\$41.88 per student		5,235
Reading Achievement Program	\$20.62 per student-Guarantee Program		-
	\$1.60 per K-3 student		-
	\$38.47 per low income student		154
Charter Administrative Costs	\$100 per student		12,500





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Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		-
ESA-School Administrators	\$3,104 per qualified administrator		-
<b>Local Replacement Dollars</b>	Average \$1,710 per student		213,750
<b>Total Non-WPU</b>			\$ 240,805
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup> \$200 or \$150 per teacher (7-12) <sup>2</sup>	0 8	- 1,200
Library Books and Resources	\$0.995 per student	125	124
<b>Total One Time</b>			\$ 1,324
<b>ESTIMATED Total All State Funding</b>			\$ 733,370
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			<b>Updated 05-17-12</b>

### c. Contingency Budget

Contingency Budgets for Operational Years 1 – 2 are shown in Appendix B below.

## 7. Fiscal Procedures

### a. Fiscal Procedures

The current fiscal year for the Winter Sports School is April 1 – March 31. All budgeting is currently done according to this calendar. Monthly reports are generated for the Finance Committee of the school's Board of Trustees (BOT). The financials consist of several reports. These reports are a balance sheet that uses a year-to-year comparison, a monthly budget vs. actual, a year to date budget vs. actual including a comparison to the previous year and the yearly budget template, accounts receivable and a tuition roster for all student accounts.

The annual budget is prepared in February for BOT review in early March. If deemed acceptable the budget for the subsequent year is approved in March for application effective April 1.

WSS expenditure policy is that the Head of School must approve all payments under \$5,000. Any expenditure over \$5,000 requires Board approval and consent. In the event of any



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emergency this policy remains in effect. The Executive Committee of the WSS BOT has the authority to approve the expenditure and can at a later date inform the full BOT as to their action and why it was so decided. This policy is outlined in the WSS BOT Policy manual.

b. *Purchasing Policies & Procedures – PP&P*

Please see Appendix C.

c. *USOE School Finance Training*

The WSS Head of School and Office manager will attend whatever USOE finance and statistics training that the USOE deems necessary so that its Office Manager, Head of School, and independent CPA (please see Section 7.d. below) can ensure compliance with all budgeting, reporting, and reconciliation duties as required by the State of Utah.

d. *Business Administrator*

The WSS Office manager in conjunction with the WSS Head of School would manage the day-to-day financial operations of the school following the current good practices currently administered by the school. These current practices have resulted in no management concerns in the past three annual independent audits the WSS has undergone. The WSS would look to the USOE to provide training with respect to reconciliation controls, budgeting, and financial reporting for the charter school as required by the State. The school currently employs an independent CPA who performs these duties. His approximately 5-7 hours a month has resulted in a spotless accounting record over the past three years.

## 8. Organizational Structure and Governing Body

a. *School Leaders*

The following is a detailed profile of each WSS Board member and the key administrative staff affiliated with the school, as dictated by the form provided in the application packet and as provided by each named individual.

i. Board Members

1. Ted Morris

### Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name \_\_\_\_\_ Ted Morris



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Role with school \_\_\_\_\_ Board of Trustee \_\_\_\_\_

Expertise \_\_\_\_\_ Marketing / revenue generation \_\_\_\_\_

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*I've always been impressed with the commitment that winter sports athletes make to excel at their respective sport. Some athletes may clear snow off the race course on a powder day so they can train on the hard snow. Others may wake at 5am on a cold, windy, snowy morning to go skate ski 20k. The Winter Sports School had done an outstanding job of providing an environment that maximizes training opportunities for winter sport athletes while educating students to succeed in college and life.*

*I spent 12 years at the U.S. Ski & Snowboard Association (USSA) witnessing WSS Students succeeding athletically and academically. My role as the chief marketing and revenue officer at USSA, qualified me to provide a unique perspective and expertise to the board and the school.*

*I whole heartedly support the application for the WSS to become the first charter school of its type in the U.S. I feel strongly that this is the best path forward for the school and the State of Utah. We will create an opportunity for students, no matter their financial standing, that provides an ideal academic and athletic environment.*

### Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*My 12 years at USSA, also a nonprofit, qualifies me to have a seat on the board that operates a charter school. I spent 8 of those 12 years sitting on the USSA Management Team which set the expense and revenue goals on a \$25 million a year budget. With my responsibilities at USSA including all revenue and marketing initiatives, I planned and presented annual and five year goals to both the USSA Board of Directors and Board of Trustees, twice a year. I learned how to build consensus among different constituent groups and set a plan that the entire organization supported.*

### Employment History:



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Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*BBDO: NY: 1991-1998 Associate Media Director and Vice President*

- *Managed a \$200 million a year advertising budget for Visa and other clients*

*USSA: 1998-2010 Vice President of Sales & Marketing*

- *Generated and managed \$13 million in annual revenue and managed \$5 million in expenses*
- *Member of USSA Management Team setting budget for \$25 million athletic organization*
- *Involved in initial planning of USSA Academy (opened in fall of 2012)*

*Van Wagner Sports: 2010- current, Sr. Vice President*

- *Consult with nonprofit National Governing Bodies (USSA, US Figure Skating, US Speedskating, US Track & Field and USA Wrestling) on revenue and marketing initiatives*

### **Education History:**

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*University of Richmond*

- *Bachelor of Arts degree, major in American History and minor in Political Science*
- *Enrolled in 1987, graduated in 1991*
- *4 year varsity Water Polo (2x Team Captain)*
- *3 year varsity Swimming*

## 2. Bryon Friedman

### **Background Information Sheet**

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Bryon Friedman

Role with school Board Member



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Expertise \_\_\_\_\_ Experience in Entrepreneurship, Marketing/Branding, Winter Sports School Alumnus, US Ski Team Alumnus \_\_\_\_\_

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*My role on the governing board is to provide insight and an opinion from the point of view as a former student of the Winter Sports School. My point of view helps represent the alumni network and brings perspective of how we perceive the Winter School and how we would like to see it grow. I am also heavily involved in the community through business and philanthropy.*

### Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*I am the founder of a not-for-profit called World Cup Dreams Foundation. Our mission is to Support, Protect, and Inspire our Nation's best winter sport athletes. We do so by providing disability to injured athletes to help them return to competition better and stronger than before. As a former World Cup skier I have a direct connection to winter sports as well as the experience of what the athletes are faced with if they become injured. My role is to make sure these athletes don't have to forgo their lifelong dreams because they don't have necessary funds to do what it takes to achieve their goals. Over the past 5 years I have coordinated and participated in many fundraisers and help define new and improved ways to support our athletes. The organization continues to grow in strength, athlete and alumni participation and has served some of our most successful Winter Olympians.*

### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*As a former World Cup Skier and current entrepreneur and small business owner I represent the point of view of the alumni and what it takes for the WSS students to achieve their goals. My experience within the school system brings clarity to the culture and mission of the school. Also, due to the relatively young career of the*





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*WSS, its alumni base is small but important in preserving the foundation and integrity of the organization. This is the point of view that I bring to board.*

### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*Alumnus Winter Sports School – Class of '97*

*Alumnus Dartmouth College – Class of '02*

### 3. Tore Steen

#### Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Tore Steen

Role with school Board of Trustees

Expertise Executive/Strategy/Financial/Management/International

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*As a former ski racer and ski coach, I know firsthand how difficult it is to balance education, training and racing. I am delighted to see a school such as the Winter Sports School offering a program that will allow students to study in the off season and be able to concentrate on training and racing in the ski season. I grew up in Norway where my sister was a founder of a similar school, from which most of the Norwegian winter sports top athletes graduated..*

*I have served on many boards of directors and trustees and have served in CEO roles for large publicly listed (NYSE, NASDAQ, LSE) companies. I have also lectured on corporate governance and have founded several non-profit, tax exempt organizations.*



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*I am very proud to be part of this School and to be able to serve on the WSS Board of Trustees and I totally support this Application.*

### **Not-for-Profit History:**

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*I have served on over thirty boards, both public and private. Many of these have been non-profit Boards. I presently serve on the Board of Trustees of Waterkeeper Alliance, The Directors Organization (as a Founder) and The Utah 1033 Foundation (also as a Founder). Past non-profit boards include Outward Bound, The Young Presidents' Organization, the World Presidents' Organization and the Chief Executives' Organization, as well as six years on the board of Brunswick School (large boys' school in Greenwich, CT).*

### **Employment History:**

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*Tore started his career in the banking and financial industry with Citibank in New York, Canada and London, England. He was recruited by Chemical Bank (now JP Morgan Chase), where he founded, built and ran (from New York and London) a large multimillion dollar global finance organization in sixteen countries in Asia, Europe and Latin America. He then ran a large New York Stock Exchange company and served as CEO of companies listed on NASDAQ and the London Stock Exchange. Tore has also owned several successful companies, some of which he started. He was a member of the Young Presidents' Organization in the Metro New York chapter and served on the international boards of YPO and both of the graduate groups: the World Presidents' Organization and the Chief Executives Organization*

*Tore recently served on the Board of Directors of Deckers Outdoor Corporation (a NASDAQ listed company owning UGG, Teva, Ahnu, Sanuk, Simple and Tsubo), where he served on the Audit Committee. He is also the Chairman of the Advisory Board of World Technology Group, a large Canadian based global franchising company and sits on the Board of Directors and serves as Chairman of the Advisory Board for a Seattle integrated alarm company and a software company. He and his wife Mona currently both serve on the Board of Trustees of the Waterkeeper Alliance. Tore is also the Chairman/CEO and Founder of The Directors' Organization and, with his wife Mona, The Utah 1033 Foundation (a non-profit organization to provide financial assistance to the families of fallen law enforcement officer in Utah). Tore*



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*also serves on the Park City Police Complaint Review Board and as a Trustee of the Winter Sports School in Park City.*

*He serves on the Board of Directors (and Chairs the Audit Committee) of Sunstone Components Group Inc., a world leader in electronic contact technology, as well as on the Board of Net2Text, a start-up M-commerce company. Some of the past boards include The Mangum Group (a large NC construction company), Outward Bound, Flexi-Van Corp., Castle & Cooke (Dole), NMR of America and a number of other corporate and civic boards. He also served on the Board of Trustees for Brunswick School in Greenwich, CT in several capacities including the Nominating Committee and the Development Committee.*

*In his native Norway, Tore served in the Royal Norwegian Air Force. After an honorable discharge, he was awarded a scholarship to study in the United States, where he earned a Bachelor of Science degree in marketing, which he followed with an MBA in finance and international trade and computer science at the University of Oregon. A professional ski instructor and former ski-racer and coach, Tore is passionate about all aspects of the outdoors, including skiing, sailing, tennis, hiking, mountain biking, fishing, hunting, and kite-surfing.*

### **Education History:**

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*University of Oregon - BS Degree in Marketing*

*University of Oregon – MBA in International Finance and Computer Science*

*Harvard Business School – Board Executive Program*

#### **4. Tim Gaylord Background Information Sheet**

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Tim Gaylord

Role with school President BOD



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Expertise \_\_\_\_\_ Small Business \_\_\_\_\_

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*Having a son that attended and graduated from the WSS has given me a great perspective of the effects this type of educational opportunity can have on student athletes. I have taken a role on the board to try and help continue to move the WSS concept forward. I am in full support of this application and feel the charter school will be a great addition to the Park City community and winter sports student/athletes. The expertise I bring to the board is my understanding of the demands required of the student/athletes as well as my entrepreneurial skills developed in operating a small business.*

### Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*I have had several opportunities to participate on non profit boards. I served on the Tupper Lake Chamber of Commerce and Park City Ski Education Foundation Boards. I am currently on the Utah State Boating Advisory Council, Utah Guides and Outfitters, and Winter Sports School Boards. I have held numerous executive level positions on these boards.*

*I was a board member and held VP and President positions with the PCSEF during some of their most productive years from 1997-2002. I am currently President of Utah Guides and Outfitters (until Nov 2012) and am the current President of the Winter Sports School.*

### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*Holiday River Expeditions - Salt Lake City, UT (1990 - present) - Director of Operations*

- Holiday River Expeditions offers Whitewater Rafting and Mountain Biking excursions throughout Utah. Running over 150 multi day trips annually. I bring a multitude of small business skills to the table - marketing, accounting, operational procedures, business development. We have 40+ employees, including 2 area managers. As a backcountry outfitter we are responsible for all aspects of the trips we*





# The Winter Sports School

## in Park City

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*offer: guide training, equipment, transportation, food, guests safety, interpretation, etc. As a partner with the NPS and BLM we are required to submit and maintain concessionaire permits and work to maintain compliance.*

*Big Tupper Ski Area - Tupper Lake, New York (1998-1990) - General Manager*

- Managed day to day operations of a medium sized ski area in the Adirondacks. These included: Marketing, administrative procedures, food and beverage, ski school, lift maintenance, grooming and snowmaking, and accounting. Developed business and marketing plans.*

### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*Attended Utah State University - 1977-78*

*Attended University of Utah - 1978 - 80*

### 5. Phyllis Hockett

#### Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Phyllis Hockett

Role with school: Member of the Board of Trustees

Expertise: Non-Profit Management, Fundraising

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*Phyllis Hockett is a dedicated philanthropist, and believes in the transformative power of giving. Her philosophy of fundraising and nonprofit sustainability is founded on the principle of abundance and the enormous potential that money holds for our world and the nonprofit organizations that serve it.*





### **Not-for-Profit History:**

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*Hockett is a committed volunteer, currently serving as past chair of the Utah Nonprofits Association Board of Directors, executive committee of the Nonprofit Academy for Excellence at the University of Utah, the Winter Sports School at Park City and advisory board member of University of Utah Continuing Education. She is a director of the philanthropic foundation, The Good Works Institute.*

### **Employment History:**

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*With almost thirty years' experience, Phyllis has worked for and consulted with over one hundred organizations, many for multiple years, while coaching and guiding them to more sustainable futures. In collaboration with her clients, she has raised over \$260 million. She has worked with her clients through the many challenges and opportunities presented during the natural evolution of nonprofits. From founding to maturity, from financial insecurity to sustainability, from volunteer founders to engaged board and professional staff – she's experienced these stages first hand. Under her passionate leadership, these organizations have become sustainable and better able to meet their missions.*

*Phyllis is a veteran social sector consultant who focuses on aligning organizational mission with strategic objectives, then setting clear pathways to accomplish those objectives. She accomplishes this through:*

- 1. collaborative Board and staff engagement*
- 2. comprehensive organizational strategic planning*
- 3. fundraising strategic planning*
- 4. creating Board of Directors policies and procedures that clearly define roles and responsibilities, and,*
- 5. evaluating and implementing financial resource planning for long-term organizational sustainability.*

*An accomplished teacher and lecturer, Hockett speaks frequently on nonprofit issues including strategic planning, board development and fundraising at local and national conferences. She was a co-founder of and teaches at the Academy for Nonprofit Excellence program at the University of Utah. She serves as adjunct faculty in the University of Utah Master of Public Administration program. She is a guest lecturer at Westminster College Master of Community Leadership and Master of Business Administration programs, as well as the University of Utah Master of Business Administration program.*



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### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*Hockett holds a Bachelor's degree in Economics and French from Florida State University and a Master of Public Administration from the University of Utah. Following her undergraduate work, Hockett was a White House Fellow. She has since pursued extensive postgraduate training in nonprofit studies and strategic planning. Recently, she was a Fellow at the internationally recognized Stanford University Graduate School of Business Nonprofit Leadership institute.*

### 6. Abby Wright-Grissom Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Abigail Wright Grissom

Role with school: Member of the Board of Trustees, Secretary

Expertise :Attorney

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*As an attorney I hope to use my experience in contract law and negotiation as a Board Member to help guide the direction of the WSS's future. I have lived in Park City since 1985 and have witnessed the school's birth and development. I completely support the WSS application to become a charter school. I believe there is a tremendous need for a school with high academic standards and a schedule to accommodate those athletes that attend.*

### Not-for-Profit History:



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Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*I am a practicing attorney in the state of Utah, with 20 years of experience. I have been a partner in a law firm in Park City where I litigated in a variety of legal areas including commercial litigation, construction law, mediation, as well as other areas of contract law. I have also handled a variety of transactional cases dealing with business entity organization and real estate development.*

*My experience as a business owner and attorney have given me an understanding of the organization and negotiation skills required to guide a school and its policies. My ability to understand the law how it will be applied is also helpful in the operation and management of a school.*

### **Employment History:**

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

### **Employment History:**

*US Congressional Staff for Rep. David Monson 1984-1986, Salt Lake City, UT*

*Lt. Governor's Office (Val Oveson), Personal Staff, 1986-1987, Salt Lake City, UT*

*Partner in the law firm Wakefield and Wright, PLLC. 1993-2000.*

- *Responsibilities included handling a variety of civil litigation cases from inception to end, as well as a variety of real estate transactional matters.*

*Adjunct Professor in College of Health at University of Utah 1995-1999.*

- *Instructed Sport Law 521 to undergraduates at the College of Health, responsible for all aspects of the course including daily lectures, papers, and exams.*

*Solo Practitioner for the law firm Abigail Wright Grissom, PLLC. 2000-present*

- *Experience includes lender foreclosure representation, guardian ad litem representation, and pro bono domestic violence advocacy.*



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***Fitness Trainer and Group Fitness Instructor, 1982-present.*** Employed at a variety of local athletic clubs and University of Utah for instructing classes and training clients.

- *Certified as Group Fitness Instructor American Council on Exercise*
- *Certified as Personal Trainer American Council on Exercise*
- *Certified as Weight and Lifestyle Management American Council on Exercise*
- *Certified as Advanced Health and Fitness Specialist American Council on Exercise*

### **Education History:**

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

***B.A. Political Science and Philosophy, Utah State University, 1984, Cum Laude***

- *Minor degrees in French and Spanish*

***M.S. in Communication, University of Utah, 1989***

***J.D. College of Law, University of Utah, 1992***

- *Leary Scholar, Top 20% of class*
- *Active Member of the Utah State Bar since 1992*

### 7. Bud Canaday **Background Information Sheet**

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Bud Canaday

Role with school Member of Board of Trustees, Treasurer, Chair of Finance Committee

Expertise Finance, plus as former Board Chair of private school all aspects of private education

### **Statement of Intent:**

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.





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*I was board Chair of The Green Mtn. Valley School for 10 yrs. And a board member for another 10 yrs. GMVS is a private boarding school for skiers. At WSS, I have been involved in virtually all aspects of Board activities from long range planning to development to finance. I have given substantial input regarding the contents of the application.*

### **Not-for-Profit History:**

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*In addition to my 20 years at GMVS (10 yrs. as board chair), I have served on the board of the Lyme Academy College of Fine Arts, the Finance Committee of the Florence Griswold Museum in Old Lyme, CT, Asst. Treasurer of the Village of Bronxville, NY. Treasurer of Old Lyme Stores Inc. Chair of Education Committee of Municipal Bond Club of NY, member of Board of Governors of Old Lyme Country Club and also the Old Lyme Beach Club, Pension Committee of the town of Old Lyme*

### **Employment History:**

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*I spent 40 years in the investment business. My first job with R. W. Pressprich was selling securities to banks and insurance companies. Following that, I moved to A. G Becker & Co where I was a municipal bond trade, national syndicate manager and finally national manager of the Municipal Bond Dept. I had 50 professionals working for me. My final job was at John Nuveen where I became national syndicate manager as well as national sales manager with 40 professionals working for me. In addition, I was the firm's spokesman on the outlook for interest rates. I wrote a weekly market letter and dealt with the financial press, frequently giving expert commentary quoted in the Wall St. Journal. In this capacity, I was the firm's main public speaker throughout the country. I also wrote numerous financial research reports on subjects such as Public Pension Funds, Puerto Rico and the Alaska pipeline.*

### **Education History:**

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*I graduated Cum Laude from the Lawrenceville School, Lawrenceville, NJ in 1953. That fall, I entered Princeton University. I received a BA degree with Honors in English Literature in 1957.*

### 8. Joe Tomlinson

#### Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Joseph Tomlinson

Role with school Past President of the Board of Trustees – 3 years, Current Vice President

Expertise Strategy, Development, Execution

#### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*I was an integral participant in the effort that led to this application. I worked closely with Rob Clayton, the Winter Sports School Board encouraging this effort as its President, and met with Superintendent Timothy with Rob to create the underlying foundation of collaboration that drove the document. I believe that the Winter Sports School will bring tremendous value to the Park City community as a school charter school, and that the community will, in turn, allow the school to flourish. My level of commitment to seeing this opportunity realized is extremely high.*

#### Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*I have been a member of the Winter Sports School Board for 5 years, served as its President for the past 3 years. During that period, I oversaw the re-accreditation of the school, and drove the effort that generated the detailed strategic plan that led to pursuing this opportunity.*



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### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*I have a long history with the Winter Sports School as stated above. During my tenure as President of the Board, the school survived a very difficult economy that caused a sharp unexpected drop in enrollment, and oversaw the creation and implementation of strategies that aggressively grew enrollment concurrent with fiscal belt tightening by Rob Clayton and our finance committee, which has served the school well.*

*I founded and own a 50% stake in rTerra Renewable Energy Partners, LLC, headquartered in Middletown, RI – please visit [www.terra.com](http://www.terra.com) for more background on me and our board. During the 3 years since founding the business, we have become a leading solar developer in New England, and the largest solar developer in RI. I also have 2 patents pending for new technologies/methods I created for deploying solar electric systems on landfills, brownfields, reservoirs, and rooftops.*

*I am an excellent creative and strategic thinker, and collaborator.*

### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*BA Southeastern Massachusetts University*

#### ii. School Administrators

##### 1. Robert Clayton

### Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Robert Clayton

Role with school Head of School (Principal)



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Expertise Have served as Head of School for the past 11 years

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*I have been leading the Winter Sports School as the Head of School for the past 11 years. I have been one of two administrators responsible for overseeing all of the day-to-day school operations as well as participating with the school's Board of Trustees in governing and strategically managing the school.*

*I am one of the two individuals who have been responsible for producing this application. Dave Kaufman, the Assistant Head of School has also been instrumental in the application writing process. I am very committed to this process and the benefit to our community that the Winter Sports School will be as a charter school.*

*My expertise has been the experienced gained by running this school in addition to my prior independent school experience as an administrator, teacher and coach for 13 years.*

### Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*My entire professional career has consisted of my working for non-profit organizations. I have worked for non-profit educational institutions and sporting organizations for the past 30+ years.*

### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

2002 - Present	Head of School, Winter Sports School in Park City
1997 -2002	Head Coach, Park City Ski Team
1994-1997	Assistant Head of School, Stratton Mountain School
1988-1994	Head Coach, 3 different levels of the United States Ski Team

### Education History:



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Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*BA Zoology, University of Vermont '79*

### 2. David Kaufman

#### Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name David Kaufman

Role with school Assistant Head of School

Expertise Business Administration and Management, Marketing, Financial Management, Human Resource Management, Education Policy Development and Enforcement, Classroom Instruction in Economics, Finance, and English

#### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

*As Assistant Head of School, I'm charged with:*

- *Ensuring the quality of our student body through:*
  - *Development and implementation of school admissions policies*
  - *Development and enforcement of school behavioral policies*
- *Ensuring the quality of our faculty and staff by evaluating employee candidates in conjunction with our Head of School*
- *Ensuring that our service offerings are consistent with our mission and in the best interests of our constituency*
- *Ensuring that our program is effectively marketed and communicated*
- *Co-managing day-to-day operations in conjunction with the Head of School.*



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*I'm expert in several facets of business administration and continue to bring those skills to bear in my role with The Winter Sports School. I've been a school administrator for five years and have served as Assistant Head of School for two. I've also served for five years as a teacher in Economics and Personal Finance, English, and (or) Videography.*

*I'm co-author of this application and am strongly committed to the success of The Winter Sports School. I look forward to enhancing the program in the best interests of the school and the community.*

### **Not-for-Profit History:**

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*The bulk of my non-profit experience consists of my work with The Winter Sports School over the past five years, during which time I've worked in close conjunction with the Head of School and our Board of Trustees to guide the strategic direction, manage day-to-day operations, and ensure the overall health of the program. I also completed a consulting project for the Villa Montessori School in Phoenix, AZ during the summer between my junior and senior years as an undergraduate student.*

### **Employment History:**

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### **THE WINTER SPORTS SCHOOL IN PARK CITY**

**PARK CITY, UT**  
*January 2008 – present*

#### **Assistant Head of School**

*Re-branded the Winter Sports School by driving board consensus on school identity and marketing strategy, then executing tactics to fulfill the new vision. Assumed development and administration of school marketing programs and admissions policies – resultant increases in enrollment have returned the school to a positive operating margin and positioned it well for future growth. Established new classes in Economics & Personal Finance and Videography. Instructor for English 11.*

- *Roughly tripled new student applications and enrollment over three years*
- *Forged channel relationships with local and regional winter sports organizations, schools, and professional recruiting agencies*
- *Optimized school service offerings to encourage and enable new enrollment*





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- *Designed and launched Merit Scholarship Program to improve applicant pool quality*
- *Directed creation of the school's new logo and ratified it with the board of directors*
- *Directed the creation of the school's current web site, and wrote all associated copy*
- *Established an extended web presence for the school on social network and reference sites*

*The bulk of my professional work prior to joining The Winter Sports School resides in the for-profit sector with Intel Corporation and Cypress Semiconductor as a marketing director, but involves heavy components of developing training and pedagogical techniques, managing employees, and financial and marketing management.*

### **Education History:**

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*B.A. in Economics and English, Bowdoin College, 1993*

*M.B.A. in Marketing, The University of Texas at Austin, 1997*

### **3. Lani Jones**

#### **Background Information Sheet**

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Lani Jones

Role with school Director of Administration

Expertise Administrative Management/Business Development

### **Statement of Intent:**

*Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.*

*My statement of Intent is to head the administrative duties required for the Winter Sports School while assisting the Head of School, also creating and developing new programs to maintain sustainability and achieve success.*



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*Activities include communications between faculty, students, parents, and alumni; fiscal responsibilities such as A/P, A/R, purchasing, payroll, 401K, bank deposits; Facility management such as space & equipment; Enrollment management as the main point of contact extending into file management and financial enrollment; Health & Safety responsibilities as required by the school. My responsibility to the board will be to continue communication between members, writing and maintaining the board's meeting minutes, and sending out those minutes in a timely manner to all board members. I would also like to contribute more ideas and be more involved in the direction of the school with regards to fundraising and recruitment.*

### **Not-for-Profit History:**

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

*I have worked as part of a team governing a Non-Profit organization, the Telluride Association of Realtors, by providing assistance on various projects and programs as follows. My role was to be a liaison between the Affiliate Sponsors and the Association maintaining communication and information flow. I also provided information and organized educational records for all of the Realtors. In regards to Not-for-Profit experience, I fulfilled the reconciliation of all bank accounts for the Executive Vice President and assisted with billing for the Association.*

*I also have worked for the Telluride Ski and Snowboard Club, another Non-Profit Association, as a freestyle ski coach for two years coaching girls ages 9-12.*

### **Employment History:**

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

*In my role as an education coordinator/ accounting assistant, I developed skills and experience with how a Non-Profit organization operates on an accounting level. I reconciled the bank accounts through QuickBooks, a process that is duplicated at the Winter Sports School, and carefully account for all expenditures. My experience at the Association of Realtors developing relations with the Affiliate Sponsors and maintain communication with all Realtors regarding educational requirements relates with the necessary skills for communication and public relations responsibilities at the Winter Sports School. My experience managing an office at Diamond Cluster International and at Sotheby's International Real Estate, qualifies me for all other office management responsibilities.*



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### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

*Certificate in Bookkeeping, Santa Barbara City College, 1995.*

*Certificate in Contract Management, University of California, Los Angeles, 1998.*

*I have an Undergraduate Degree, BBA, in Business Management with an emphasis in Procurement & Finance from the University of San Diego. Graduated in May 1997.*

*Honor's from University of San Diego School of Business 1996-1997*

*I have a Master's Degree, MBA in International Management from Long Island University, CW Post, through an Accelerated masters program at Franklin College in Lugano, Switzerland. Graduated in May, 1999.*

#### b. Nonprofit Experience

The non-profit experience of the WSS Board of Trustees is exemplary. The average of this board's experience with non-profit is more than 5 years. One of our Board members serves as the Chairman of the Board for the Utah Non-Profit Association. This is indicative of the WSS Board's non-profit experience. This level of experience is evidenced in the individual profiles included above.

#### c. Articles of Incorporation



**WSS Art of  
Incorp.pdf**

*(double-click to open)*



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*d. Bylaws*

## BYLAWS

### OF

### THE WINTER SPORTS SCHOOL IN PARK CITY

### A Utah Nonprofit Corporation

#### ARTICLE I

##### Purpose

The Corporation has been organized, pursuant to the, Utah Nonprofit Corporation and Co-operative Association Act, as a nonprofit corporation exclusively for the promotion of educational and charitable purposes within, the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and Section 59-7-105(1)(a) of the Utah Code Annotated (1953). The Corporation will operate a private school in Park City, Utah and engage in other educational and charitable activities within the meaning of Section 501(c) (3) of the Code. It is the policy of the Corporation to admit students of any race, color, national or ethnic origin to all of the rights, privileges, programs and activities generally accorded or made available to students at the school. The Corporation does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship or loan programs, employment practices or any other school administered program.

#### ARTICLE II

##### Offices

The Corporation may have such offices, either within or without the State of Utah, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in the State of Utah a registered office, and a registered agent, as required by the Utah Nonprofit Corporation and Co-operative Association Act. The registered office may be, but need not be identical with the principal, office, and the address of the registered office may be changed from time to time by the Board of Trustees.



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## in Park City

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### ARTICLE III

#### Members

The Corporation shall have no members.

### ARTICLE IV

#### Board of Trustees

Section 1. General Powers. The property, business and affairs of the Corporation shall be managed by its Board of Trustees. Trustees need not be residents of the State of Utah.

Section 2. Chairman. One member of the Board of Trustees shall be appointed Chairman of the Board of Trustees by a vote of the majority of the trustees then serving.

#### Section 3. Number, Appointment and Tenure.

- a. Number. The number of trustees shall be not less than seven (7) or more than fifteen (15), as determined by the Board of Trustees.
- b. Appointment. The Board of Trustees shall constitute itself by appointing individuals to serve as trustees, consistent with the provisions of the Articles of Incorporation and the Bylaws.
- c. Tenure. Each trustee shall serve for, a term of, three (3) years which may be renewed on a yearly basis for a maximum of six (6) years. The terms shall be staggered. Notwithstanding the foregoing, trustees shall serve until their successors have been duly elected and qualified, unless they shall resign, become disqualified, disabled or shall otherwise be removed. On a case-by-case basis, and upon good cause showing, the Board of Trustees may agree to extend the term of any existing Trustee beyond the six-year term limit.

Section 4. Annual Meetings. Upon thirty (30) days' notice in writing, an annual meeting of the Board of Trustees shall be held prior to the start of the academics each year at a time and place designated by the Chairman of the Board of Trustees who may fix any place, either within or without the State of Utah, as the place for holding said annual meetings.





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Section 5.Regular and Special Meetings. Regular meetings of the Board of Trustees shall be held periodically as scheduled. Special meetings of the Board of Trustees may be called by the Chairman of the Board of Trustees, or by a majority of the trustees, who may fix any place, either within or without the State of Utah, as the place for holding any special meeting of the Board of Trustees.

Section 6.Notice. Notice of any regular or special meeting of the Board of Trustees shall be given at least seven (7) days previously thereto by written notice delivered personally or sent by mail, fax or email to each trustee at his or her address shown by the record of the Corporation. If mailed, such notice shall be deemed to have been delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any trustee may waive notice of any meeting. The attendance of a trustee at any meeting shall constitute a waiver of notice of such meeting, except where a trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened. Neither the business to be transacted at, nor the purpose of any regular or special meeting of the Board of Trustees need be specified in the notice or waiver of such meeting.

Section 7.Quorum. A majority of the Board of Trustees then serving at the time of a meeting shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees.

Section 8.Manner of Acting. The act of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees unless a greater number of Trustees is required by law or these Bylaws.

Section 9.Vacancies.Any vacancy occurring in the Board of Trustees shall be filled by the remaining members of the Board of Trustees. A trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 10.Compensation. Trustees, as such, shall receive no compensation for their services. Notwithstanding, the Corporation may reimburse trustees, with prior approval by the Board, for any monies advanced on behalf of the Corporation.

Section 11.Informal Action by Trustees. Any action required by law to be taken at a meeting of the Board of Trustees, or any action which may be taken at a meeting of the Board of Trustees, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the trustees.

Section 12.Advisory Board Members. Advisory members of the Board of Trustees may be elected by the Board of Trustees for indefinite terms with no privileges as trustees and without vote or compensation. Such members shall lend their expertise and resources to further the purposes of the



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Corporation. The Executive Committee shall review the advisory board membership bi-annually and disassociate those no longer active.

## ARTICLE V

### Committees

Section 1.Standing Committees. The Board may organize one or more standing committees including but not limited to Executive, Committee on Trustees, Finance, Audit, Governance, Planning and Facilities and Development Committees. Committee membership is restricted to sitting Board members.

Section 2.Executive Committee. If organized, the Executive Committee shall be composed of the President, Vice President, Treasurer, Secretary and school Headmaster. The Executive Committee shall have general supervision of the affairs of the Corporation between the full Board of Trustees meetings and perform such other duties as specified in these Bylaws or by the Board of Trustees. The Executive Committee is subject to the orders of the Board of Trustees, and none of its acts shall conflict with action taken by the Board of Trustees. Regular minutes shall be taken of Executive Committee meetings by a person designated by the Executive Committee. The minutes shall be furnished to the Board of Trustees. A simple majority of the Executive Committee constitutes a quorum.

Section 3.Additional Committees. If organized, the other committees shall be composed of at least one member of the Board of Trustees, and such additional individuals, that may or may not be employed by the Corporation, to supervise and direct the fundraising activities of the Corporation. The Board of Trustees shall appoint the members of the committees.

Section 4.Resignation and Removal. Any member or the chairman of any committee may resign at any time by giving notice to the President or the Board of Directors. Such resignation need not be accepted to be effective.

Section 5.Limitation of Authority. No committee, except the Executive Committee, created under this Article, member thereof or chairperson thereof shall have or exercise the authority, or any part thereof, of the Board of Trustees in the management of the Corporation.

## ARTICLE VI

### Officers



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Section 1.Number. The officers of the Corporation shall be: The President, Vice President, Secretary and Treasurer, and, such other officers as may be elected or appointed from time to time. All officers are to be elected or appointed by the Board of Trustees from among the members of the Board.

Section 2.Appointment and Term of Office. The officers of the Corporation shall be appointed at the annual meeting of the Board of Trustees to serve for one year except for the President whose initial term shall be for two years. Each officer shall hold office until his or her successor shall have been duly elected or appointed and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner hereinafter provided.

Section 3.Removal.Any officer or agent may be removed, with or without cause, by the Board of Trustees. Any and all officers are employees at will and serve at the will of the Board, committee or officer who appointed such officer unless such officer serves pursuant to a mutually executed written contract that provides otherwise. Removal of an officer shall be without prejudice to the contract rights, if any, of the officer removed.

Section 4.Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by Chairman of the Board, the President or the Board of Trustees for the unexpired portion of the term.

Section 5. President. The President shall be the principal executive officer of the Corporation and is subject to the control of the Board of Trustees. The President shall, in general, supervise and control all of the business and affairs of the Corporation. The President may sign any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Trustees, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Trustees from time to time which shall include without limitation:

1. Work in partnership with the head to achieve the school's mission.
2. Manage the Board and coordinate its work in collaboration with the executive committee.
3. Develop Board and executive committee agendas in collaboration with the head.
4. Preside at Board and executive committee meetings.
5. Appoints chairs of committees with the approval of the executive committee.
6. Serves as ex officio on all committees.
7. Plays a leading, visible role in fund development activities.
8. Assumes major responsibility for evaluating the head.
9. Acts as the chief promoter of the school and its students.



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Section 6. Vice President. The Vice President shall perform the duties of the President in his or her absence. These shall include without limitation:

1. Preside over Board and executive committee meetings in the absence of the President.
2. Represent the school at internal and external events in the absence of the President.
3. Assume other responsibilities as assigned by the President, including chairing a committee.
4. Coordinate the work of the committees as requested by the President.

Section 7. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Trustees in one or more books provided for that purpose; shall ensure that all notices are duly given in accordance with the provisions of these Bylaws or as required; shall be the custodian of the corporate records and of the seal of the Corporation and shall keep a register of the mailing address of each member which shall be furnished to the Secretary by such member. The Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Trustees.

Section 8. Treasurer. The Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the Corporation. The Treasurer shall oversee and be responsible for the receipt of monies due and payable to the Corporation from any source whatsoever including providing receipts for any monies paid to the Corporation; and the deposit all such monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with these Bylaws and, in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Trustees which shall include without limitation:

1. Interpret the organization's financial information to the Board.
2. Bring up financial issues for Board consideration.
3. Chair the Finance Committee.
4. Facilitate the Finance Committee's development of policies and the budget.
5. Lead the Finance Committee's monitoring of budgeted income and expenses.

## ARTICLE VII

### Indemnification of Trustees, Officers, Etc.

Section 1. Authority to Indemnify Trustees: Third Party Actions. The Corporation shall indemnify any trustee of the Corporation who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or on behalf of the Corporation) by reason of the fact he or she is or was an authorized representative of the Corporation. For the purposes of this Article, an



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authorized agent shall mean a trustee, officer, employee or agent of the Corporation, or a person who is or was serving at the request of the Corporation as a trustee, director, officer, employee or agent of another corporation, person, partnership, joint venture, trust or other enterprise.

The Corporation shall indemnify an authorized agent against judgments, fines, amounts paid in settlement and reasonable expenses (including attorneys' fees), incurred by the agent in connection with such action, suit or proceeding if the agent acted in good faith and in a manner the agent reasonably believed to be in, or not opposed to, the best interests of the Corporation. With respect to any criminal action or proceeding, the Corporation, as set forth herein, shall indemnify an authorized agent if the agent had no reasonable cause to believe the conduct was unlawful. Notwithstanding the foregoing, no indemnification shall be made in connection with any proceeding charging that an authorized agent derived an improper personal benefit (whether or not involving action in an official capacity) or any action that was adjudged liable on the basis that the agent derived an improper personal benefit from the Corporation.

The termination of any legal action suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation.

With respect to any criminal action or proceeding, the termination of any legal action or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not create a presumption the authorized agent had reasonable cause to believe that the conduct was unlawful.

Section 2. Authority to Indemnify Trustees; Derivative Actions. The Corporation shall indemnify any trustee of the Corporation named as a party to or is threatened to be made a party to any threatened, pending or completed legal action by or in the name of the Corporation by reason of the fact that the agent is or was an authorized representative of the Corporation. Said indemnification shall apply to expenses (including attorneys' fees) actually and reasonably incurred by the agent in connection with the defense or settlement of such action or suit if the agent acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the Corporation. Notwithstanding the foregoing, no indemnification shall be made in respect to any claim, issue or matter wherein an authorized agent shall have been adjudged to be liable to the Corporation of deriving an improper personal benefit, or in connection with any other proceeding wherein an authorized agent is charged with or found liable of deriving an improper personal benefit, whether or not said authorized agent was acting in an official capacity.





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Section 3. Employees and Agents. To the extent that an authorized agent of the Corporation (excluding trustees and officers of the Corporation) has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article or in defense of any claim, issue or matter therein, he or she shall be indemnified by the Corporation against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith. Such an authorized representative may, at the discretion of the Board of Trustees, be indemnified by the Corporation in any other circumstances and to any extent if the Corporation would be required by Sections 1 and 2 of this Article to indemnify such person in such circumstances to such extent if he or she were or had been a trustee or officer of the Corporation.

Section 4. Procedure for Effecting Indemnification. Indemnification under Sections 1, 2, or 3 of this Article shall be made when ordered by a court or shall be made in a specific case upon a determination that indemnification of the authorized representative is required or proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 or 2 of this Article. Such determination shall be made by the Board of Trustees by a majority vote of a quorum consisting of trustees who were not parties to such action, suit or proceeding, or any other manner allowed under the laws of the State of Utah.

If a claim under this Article is not paid in full by the Corporation within ninety (90) days after a written claim (mailed by certified mail, return receipt requested) has been received by the Corporation, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and if successful in whole or in part, the claimant shall also be entitled to be paid the expense of prosecuting such claim. It shall be a defense to any such action (other than an action brought to enforce a claim for expenses incurred in defending any action, suit or proceeding in advance of its final disposition where the undertaking and determinations necessary for advancing expenses have been made) that the claimant has not met the standards of conduct which make it permissible for the Corporation to indemnify the claimant for the amount claimed, but the burden of proving such defense shall be on the Corporation. Neither the failure of the Corporation (including its Board of Trustees or its independent legal counsel) to have made a determination prior to the commencement of such action that indemnification of the claimant is proper in the circumstances because he or she has met the applicable standard of conduct, nor an actual determination by the Corporation (including its Board of Trustees or its independent legal counsel) that the claimant has not met such applicable standard of conduct shall be a defense to the action or create a presumption that the claimant had not met the applicable standard of conduct.

Section 5. Advancing Expenses. Expenses (including attorneys' fees) incurred by a person that may be indemnified under the provisions of this Article, in defending a civil or criminal action, suit or proceeding, may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of:



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1. An undertaking by that person or on that person's behalf by an authorized representative to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation as required in this Article or authorized by law;
2. The person furnishes to the Corporation a written affirmation of his or her good faith belief that he or she has met the standard conduct set forth in Section 1 and 2 of this Article, and;
3. A determination is made that the facts then known to those making the determination under Section 4 of this Article would not preclude indemnification as provided by this Article.

Section 6. Scope of Article. Each person who shall act as an authorized representative of the Corporation shall be deemed to be doing so in reliance upon such rights of indemnification as are provided in this Article.

The indemnification and advancement of expenses provided by the Article shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any agreement, vote of disinterested trustees, statute or otherwise, both as to any action in his or her official capacity and as to action in another capacity while holding such office or position. Any rights to indemnification herein shall continue as to a person who has ceased to be an authorized representative of the Corporation and shall inure to the benefit of the heirs, executors and administrators of such a person.

## ARTICLE VIII

### Insurance

#### Section 1. Insurance Against Liability Asserted Against Trustees, Officers, Etc.

The Corporation, whenever so authorized by the Board of Trustees, may purchase and maintain insurance on behalf of any authorized representative (which, for the purposes of this Article shall mean, a trustee, officer, employee or agent of the Corporation, or a person who is or was serving at the request of the Corporation as a trustee, director, officer, employee or agent of another corporation, person, partnership, joint venture, trust, or other enterprise) against any liability asserted against him or her and incurred by him or her in such capacity, or arising out of his or her status as such, whether or not the Corporation would be authorized or required to indemnify him or her by law or Article VII of these Bylaws.



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### ARTICLE IX

#### Contracts, Checks, Deposits and Funds

Section 1.Contracts. The Board of Trustees may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2.Checks, Drafts, etc. All checks, drafts, orders for the payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination of the Board of Trustees, such instrument shall be signed by the President.

Section 3.Deposits. Funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may designate.

Section 4.Gifts. The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

### ARTICLE X

#### Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of the Board of Trustees and Committees.

### ARTICLE XI

#### Fiscal Year

The fiscal year of the Corporation shall be the twelve (12) month period ending on the last day of March.

### ARTICLE XII



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### Waiver of Notice

Whenever any notice is required to be given under the provisions of the Utah Nonprofit Corporation and Co-operative Association Act or under the provisions of the Articles of Incorporation or the Bylaws of the Corporation a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

### ARTICLE XIII

#### Amendments to Bylaws

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a vote of two-thirds majority of the Board of Trustees then serving.

#### **9. Comprehensive Program of Instruction**

##### *a. Educational Program*

The WSS Charter School Educational program is a proven educational program. The WSS educational has been in use by the school for the past 18 years with proven results. The curriculum is college preparatory and is composed of core subjects. The subject areas are English, Mathematics, Science, History, Foreign Language (Spanish) and Art. This curriculum closely resembles the International Baccalaureate model. The school offers two additional elective courses, which are a Public Speaking, and Group Communication course, which is elective to foreign language students in their senior year. The other elective is a Personal Finance and Economics course, which is elective to senior math students.

This curriculum has proven effective as is substantiated by data accumulated through ACT test results over the course of the school's history. The WSS students' composite ACT scores average about 3 points higher than the state averages in the last 10 years.

The mission of the Winter Sports School Charter School is to provide the best possible college preparatory education to dedicated winter sports athletes. The educational program is specifically designed to support this goal.

Through its history the WSS has had approximately a 95% four-year college or university acceptance rate. The school intends to keep that record of college placement intact after becoming a charter school.



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The only modification the WSS intends to make from the current course offerings will be to align with the Utah Common Core. The math curriculum will be changed from the current offering of Geometry for 10<sup>th</sup> grade and Algebra II for the 11<sup>th</sup> grade to Secondary Math II for 10<sup>th</sup> grade and Secondary Math III for the 11<sup>th</sup> grade. The English curriculum currently being taught by the WSS has been informally aligned with the Utah Common Core. The WSS will fully integrate the Utah Common Core for Language Arts/English for grades 9, 10, 11 and 12 as a charter school.

b. *Supplemental Curriculum*

The Public Speaking/ Group Communication elective is offered to seniors and is approved by the NCAA Clearinghouse as an English core credit course. It is also a mission appropriate course because many of the graduates of the WSS will potentially be successful in their athletic pursuits. Their ability to perform well in format of an audience or microphone could be of great personal benefit and also beneficial in the way the school is represented in the winter sport world.

The Personal Finance elective will be modified into a required course. The state high school graduation requirements state that all graduates must have .5 credits of General Financial Literacy. This course will be used to meet that requirement. Those are the only true electives offered and this is statement of the applicability towards the school mission.

c. *Methods of Instruction*

The WSS will utilize a teacher led, traditional style classroom as the preferred method of instruction. There will instances during the school year that various students will be away from the campus at various training camps or competitive events. To facilitate learning during these events the faculty of the WSS will utilize online communication and course delivery for those students who are off site. This communication will occur at minimum of weekly and will be preferably maintained daily.

To meet the needs of students who are not functioning at grade level the faculty will work together with four special education paraprofessionals in offering the appropriate level of service to those individuals requiring assistance.

d. *Elementary Schools – K to 8*

Not applicable to the WSS charter application.

e. *Secondary Schools – 7 to 12*

The WSS intends to educate high school students in grades 9, 10, 11, and 12. The WSS will issue high school diplomas to all students completing the WSS course of study and meeting





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the WSS's graduation requirement. As a charter high school the WSS graduation requirement will meet the state requirement of 24 units of credit and the individual course requirements as set forth by the State Office of Education. The full WSS graduation requirements are as follows:

- 4 units of English credit
- 3 units of Mathematics credit
- 3 units of Science credit
- 3 units of Social Studies credit which must include:
  - 1 unit of Geography for Life credit
  - 1 unit of U. S. History credit
  - .5 unit of Government/civics credit
- 1.5 units of Arts credit
- .5 units of General Financial Literacy credit
- .5 units of Health instruction credit
- 2 units of PE credit which must include
  - .5 Participation Skills
  - .5 Fitness for Life
- 1 unit of CTE credit

The current WSS Course Catalog is included below. This document includes the curriculum for grades 9, 10, 11, and 12. In order to meet Utah State Office of Education high school graduation requirements there will be several modifications to that course work.

Mathematics curriculum will be modified to meet the Utah Common core requirement. Algebra1, Geometry and Algebra 2 will be replaced with Common Core 1, 2, and 3. Trigonometry and Calculus will remain available as options for senior math courses. Our Economics and Finance course meets the Financial literacy requirement.

The Health course will be covered during the school's non operational season by an online version of this class between the 9<sup>th</sup> and 10<sup>th</sup> grade years.

The CTE requirement will be a computer course that will be offered in the 9<sup>th</sup> grade year. Complete course content is yet to be determined but will be designed to meet with USOE standards as well as standards required by 21<sup>st</sup> century skill competency.

World Civilization I will be replaced by Geography for Life. The two World Civilization courses will be combined into one course on World Civilization, that will be offered to 10<sup>th</sup> grade students. History of Americas II will become a semester course. The second semester



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for seniors will be a course in Government and Civics.

The WSS already offers 4 credits of PE. The 9<sup>th</sup> grade curriculum will be modified to include the required designation of Fitness for Life and Participation Skills.

## 2012 COURSE CATALOG

### ENGLISH

The English curriculum seeks to develop each student's ability to think critically and creatively and to express themselves with confidence and clarity in speech and writing. The English program is a continuum of coursework in which reading and writing skills are developed as a student progresses from grade to grade. The goal of the English Department is to teach students to read intelligently and learn to interpret literature and language. The program provides various and challenging assignments to foster these skills.

#### **English 9**

Ninth grade English will introduce students to concepts that will be further developed throughout their time at the Winter Sports School. Writing assignments emphasize sentence structure and paragraph construction, with the bulk of student writing focusing on personal experience. Students will also write expository papers throughout the year. Some specific areas of writing will be memoirs, exposure to epic writing, analysis of literature, persuasive writing, Letters to the Editor, autobiographies, and an end of year portfolio.

#### **English 10**

Students will read many literary forms: novels, short stories, plays, and poetry as well as works of non-fiction such as memoir, articles and essays. Students will practice close readings of texts in an effort to develop the necessary critical thinking skills to understand both content and style. Students continue to refine their writing skills in supporting thesis statements with specific details. We concentrate on both form and content in the writing. Prewriting, drafting, and revision are emphasized. Grammar and vocabulary practice are strategically interwoven into each unit of study. Students also review responsible and effective methods of library/Internet investigation, note taking, and documentation in completing an "I Search" project involving direct experience with primary sources. Students will spend an entire block of study working both independently and cooperatively on a Service Learning Project with focus on the experiences of victims of genocide. The students in Honors English 10 are given additional assignments for each unit of study to extend and augment their learning. A sampling of Sophomore English texts include *The Secret Life of Bees*, *To Kill A Mockingbird*, *A Lesson Before Dying*, *Night*, *Survival in Auschwitz*, *The Glass Menagerie*, *Othello*, *A Raisin in The Sun*, *A Separate Peace* and *Lord of the Flies*.



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### English 11

Building on the first two years of English at the Winter Sports School, Junior English continues to develop concepts already introduced to students. American and English Literature are integral parts of this course, and writing assignments begin to focus more on analysis of readings than on structure and content. Selected readings include *The Book of the Dun Cow*, *Life of Pi*, *Hamlet*, *The Adventures of Huckleberry Finn*, 1984, and *Brave New World*, among others.

### English 12

The senior English course covers a historical sampling of novels, poetry, drama, and essays. The course emphasizes critical reading skills and the application of literary themes and characters to the larger world through writing and class discussion. Students practice a range of writing styles, including literary analyses, personal narratives, original poems and short stories, rhetorical critiques, college application essays, film analyses, and a modified research paper. Students are encouraged to approach writing as a process and to deem revision as the most crucial element of the writing process. Students will continue to build personal vocabulary and grammar skills. A sampling of Senior English texts include *Writing With Style*, *The Brief Bedford Reader*, *Perrine's Sound and Sense*, *King Lear*, *A Thousand Acres*, *Death of A Salesman*, *Their Eyes Were Watching God*, *The Catcher in the Rye*, *The Great Gatsby* and *Revolutionary Road*.

## HISTORY

### History 9: World Civilizations 1

Freshman history combines two areas of study: ancient/early-modern civilizations and physical/ human geography. The purpose of the course is to provide factual information concerning the development and geography of religious, political, social and commercial civilizations of the Ancient, Medieval and Renaissance eras that have helped shape contemporary society.

### History 10: World Civilizations 2

Sophomore history continues History 9's conceptual basis, focusing on the rise of Europe from the end of the Middle Ages to present day, with three main areas of study: the Renaissance, the French and Industrial Revolutions, and the Twentieth Century. Students examine the development of the modern state, the relationship between social/political forces and culture, and continue developing historical skills.

### History 11: History of the Americas 1

Junior history covers United States history from Columbus's discovery of America to Reconstruction. The course is split into four main areas of study: The Discovery of a Nation, The Making of a Nation, Native Americans and the West, and concludes with The Civil War. Students learn to develop critical thinking skills and assess history through different points of view.



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### **History 12: History of the Americas 2**

This course covers U.S. history from Reconstruction to the present, focusing on five main themes: race, gender, government, foreign policy (with particular emphasis on Latin America) and the environment. Students develop highly tuned critical thinking skills, looking at controversial issues throughout US history and drawing their own conclusions.

### **LANGUAGE**

The Language Department currently offers Spanish only. Students are placed in sections according to their level of prior achievement and general aptitude.

#### **Spanish 1**

This course will lay the foundation of vocabulary and grammar. Students will become familiar with the four language skills of speaking, reading, writing and oral comprehension. Hispanic culture will be interwoven into the curriculum.

#### **Spanish 2**

This course will increase the students' vocabulary, conversational and grammatical skills. They will engage in more extensive conversations. Students will increase their exposure to Hispanic cultures.

#### **Spanish 3**

Students will increase their ability to use and understand intermediate Spanish in a variety of spoken and written contexts. They will use a more sophisticated language structure while broadening their vocabulary and include more varied expressions. Students will continue to learn about Hispanic society and life.

#### **Spanish 4**

This course endeavors to teach the entire class in Spanish and to prepare students for college level courses and eventual fluency. Students will become experienced in the complex tenses such as present perfect and subjective.

### **MATH**

Through the teaching of basic skills and concepts, the mathematics curriculum strives to respond to the prior experience, current knowledge, aspirations, and learning style of each student.

#### **Algebra I**

This course is designed for students who have successfully completed pre-algebra. The course will prepare students for Algebra II and create an understanding of how to apply mathematics. Topics covered include translating written statements into equations and inequalities, using number lines,



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solving linear equations and inequalities, proportional reasoning, graphing functions, and an introduction to polynomials.

### **Algebra II**

This course presents a more in-depth study of the topics included in Algebra I. Students will study functions and relations, the development of formulas and their applications, conics, matrices, etc. Graphing calculators will be used as a means to enhance lesson topics.

### **Geometry**

This course presents a rigorous in-depth study of Euclidean and non-Euclidean geometry with an introduction to trigonometry. Emphasis will be placed on inductive and deductive reasoning. Students will deal with the real world applications of geometry.

### **Trigonometry**

This course presents the study of right triangles and uses the six basic functions to solve actual mathematical problems. Students will focus on the topics of graphs and transformations of the parent functions, solving trigonometric equations and using identities to prove a variety of trigonometric statements. A TI-82 or similar graphing calculator is required.

### **Calculus**

This course is the study of mathematics of the continuum. Both the theory of elementary functions and real world applications of mathematics will be studied. Students will learn differential and integral calculus plus their applications. A TI-82 or similar graphing calculator is required.

### **Calculus II**

A continuation of Calculus I that covers logarithmic, exponential and other transcendental functions. The course highlights various applications of integration, which builds an understanding of three-dimensional objects and their volumes, by delving into the function and development of the disc and shell methods. Integration techniques and L'Hopital's Rule are also covered. We spend quite a bit of time doing problems in class, learning from mistakes, and working cooperatively to better understand the concepts and their applications.

### **Economics & Personal Finance**

*(For Seniors only)*

Upon successful completion of this course, students will be able to perform the mathematical calculations necessary to set appropriate personal budgets, achieve near and long term savings goals, and understand the true cost of taking on personal debts (mortgages, car loans, credit card debt balances, etc.). Students will also gain rudimentary literacy levels with respect to financial instruments and associated jargon. Specific topics include monetary and fiscal policy, supply and demand, equilibrium





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pricing, income and taxes, personal budgeting, credit, the time value of money, inflation, investment vehicles, tax deferred accounts, and retirement planning.

### SCIENCE

All of the science courses teach the scientific method including hypothesizing, designing experiments, observing, synthesizing and integrating, and drawing conclusions. A lab approach is emphasized throughout the entire curriculum.

#### **Introduction to Physical Sciences**

This class is designed as an introduction to the physical sciences; from energy and motion, to the nature and interaction of matter. Numerous class demonstrations bring to life physical concepts designed to spark conversations and class discussions about the various demonstrated physical laws and principles. Students have the opportunity to do group work near the end of the year to teach a chapter to the rest of the class. Group-taught topics cover magnetism and its uses, electronics and computers, radioactivity and nuclear reactions, and energy sources. Students discover that knowledge from previous chapters comes in handy when teaching their particular chapter.

#### **Biology**

This course covers the origin of life, plant and animal life cycles, genetics and the major systems of higher order animals. The course's format emphasizes the assimilation of individual facts into a broader understanding of life. Daily labs will acquaint students with basic laboratory equipment and conduct. Students will keep a laboratory journal of methods and data interpretation throughout the course.

#### **Physics**

*(Prerequisite: Algebra I)*

This is an introductory course of the science that deals with how the world around us actually works. Students will delve heavily into the mathematics and concepts of linear and non linear movement, atomic make up of matter, and heat.

#### **Geology**

Students will be introduced to the basic geological forces that cause erosion and deformation of the earth's crust. They will learn to identify common rocks and minerals, as well as landforms. Local examples will be used whenever possible.

#### **Chemistry**

This course provides students with a fundamental understanding of the chemical relationship between all forms of matter. It examines the chemical structure, conservation, and kinetics of matter, as well as quantification methods. Experimentation is conducted using a computer based laboratory. This setting



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allows students the opportunity to prepare for experiments just as they would in a non-virtual reality laboratory, right down to choosing the correct apparatus for the job.

### ART

Listed below are representative samples of Art courses. Not every course is offered every year. In all courses, students study their subjects in studio atmospheres.

#### **Ceramics I**

Introduction to ceramic techniques including wheel throwing, slab and coil hand-building and ceramic sculpture. Through a series of projects and discussions students will explore elements of form, design and surface treatment, as well as being introduced to the glazing and firing process.

#### **Ceramics II**

*(Prerequisite: Ceramics I)*

An intermediate level course where more advanced forms such as bottles, lidded containers and larger sculptures will be explored. Alternative firing processes such as raku and primitive firing will be introduced.

#### **Ceramics III & IV**

*(Prerequisite: Ceramics II)*

Special topics will be explored by the advanced student which may include sculptural forms, large thrown forms, porcelain, glaze mixing and kiln firing. Students will write proposals for the black, but may adjust their direction as their work progresses.

#### **General Art**

Introduction to basic two- and three-dimensional elements of art and design. Units covered will include drawing with one- and two-point perspective, drawing objects with shading, hand built ceramics and linoleum-cut relief print making.

#### **Oil Painting**

Students will draw and/or paint on a daily basis. Their work will cover such art as still life, portrait, landscape and abstract forms. In addition, students will study the major periods to include classical, romantic, impressionistic and modern.

#### **Watercolor Painting**

Students will learn basic design and color theory through use of transparent watercolors. Students will draw and/or paint on a daily basis, experimenting with different techniques and styles. Exposure to art history will be integrated into the studio setting.



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### **Printmaking**

Students will learn printmaking techniques with an emphasis on linoleum and wood cut block prints. Drawing will be integrated into class and students will print black and white with multi color print as a final project.

### **Independent Study / Special Topics**

Students may work on special topics through independent study on such subjects as fiber art, sculpture, jewelry, etc. A proposal must be submitted with a contract worked out with instructor. Instructor will set up a schedule for student to meet on a regular basis.

### **World Art**

Students will be introduced to the art of Asia, Africa and the Middle East. Students will study and make art that is traditional to a region, from masks, basket weaving, mosaic to paper cutting.

### **Videography**

*(For Seniors only)*

Working with video cameras, students will learn the principles of putting together short films and demo reels, with a focus on sports, athletics, and dialogue (especially interviews). Students will work through the process of conceptualizing, shooting, and editing their own project for use with potential sponsors and college recruiters.

*(end of 2012 Course Catalog)*

WSS will require 24 credits earned from 9<sup>th</sup> through 12<sup>th</sup> grades for graduation. With the limited amount of course offerings and rigor of our courses, the WSS has been advised by the top tier U.S. colleges and universities, which have admitted and graduated our alums, that 24 units of credit is a sufficient measure of preparedness to move on from high school to their respective programs. The WSS also adheres to the NCAA Clearinghouse core curriculum requirements for NCAA Division I athletic eligibility.

f. *Support for Standards and Use of Data*

The WSS will work in conjunction with the USOE to insure the proper alignment of WSS curriculum with the requisite courses defined by the Utah Common Core. Data will be gathered and shared with the USOE by the Head of School of the WSS.

The WSS will follow Utah State policy and administer all testing (UPASS, UBSCT, CRT, etc.) that is required by the Utah State Office of Education in addition to insuring that all students take the requisite college entrance exams along with the PSAT and PLAN tests. The data gathered through that testing will insure that the WSS is meeting the educational



expectations of the state.

### 10. School Closure Plan

#### *Identification of Missed Target*

The Winter Sports School will measure its viability through enrollment numbers. The enrollment numbers will dictate the revenue stream that will insure the school's ability to implement its business plan successfully. Without adequate student numbers the school will not be able to fund itself. This lack of funding will cause the school to cease operation. The intended target is to have enrollment numbers in matching or exceeding the contingency projections in the school's business plan.

The academic targets that the WSS intends to meet will be commensurate with the schools current operation and standards and in accordance with Sections 1.b.i-ii above. Further academic assessments will include CRT testing and PSAT testing. Furthermore, WSS will meet or exceed minimum scoring requirements on all State standardized tests state as defined and measured by the USOE.

Faculty and administrative evaluations defined by state standards will be used to measure the target of the WSS providing a high quality college preparatory educational experience to its students. As these standards are developed and implemented the WSS will have as a target that 100% of the faculty and staff will meet these standards.

The financial target will be upon the completion of the first year of operation as a charter school for the WSS to build a reserve fund equal to two months of operational expense. For each subsequent year the target will be to maintain or possibly grow this reserve to 6 months operational expense.

These targets are to be evaluated annually as soon as the data is available. Failure to meet any requirements will be immediately communicated to the entire school community by the WSS administration. The USOE will also be notified of any failure by the WSS to meet its targeted goals.

The WSS administration and Board of Trustees will monitor each of the defined target areas in an ongoing fashion. Reports on each target area will be provided to the Board at every meeting. These reports will define how the school is doing in relation to its goals and monitor the progress of how the school is meeting those goals with the intention of no one being surprised at year end that a target(s) have been missed.



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### a. *Student Transition*

Upon receiving notification of admission to WSS and committing to matriculate, incoming students will be counseled by the WSS Head of School and (or) Assistant Head of School with respect to two key decisions: matriculation timeframe and course selection.

Students matriculating at WSS will choose between 1) abandoning “in-flight” credits at their previous schools to begin our program in mid-April, and 2) completing their “in-flight” credits at their previous schools to begin our program in late-June / early-July. In either case, partial credits will be missed as a result of the transition, some of which may need to be completed or made up before graduation. WSS will continue to provide mechanisms to facilitate such required make-up work – through winter classes, winter projects, lunch tutoring, etc. We have found these mechanisms highly effective in our history of operation as an independent school.

Each incoming student will also be counseled with respect to course selection. Since our curriculum is streamlined and geared solely towards college preparation, choices are somewhat limited. Still, students will be assessed as necessary for placement in mathematics, foreign language, and other courses that are assigned according to ability and prior study as opposed to grade level.

At the close of each WSS school year, non-graduating students will be surveyed with respect to their intent to reenroll (the close of each academic year will typically fall two to three weeks into the initial enrollment period for the following year). As noted in Section 2.c above, returning students in good academic and behavioral standing are exempt from the application and lottery processes. Students leaving WSS prior to graduation due to changes in family circumstances, etc. will be provided with transcripts, letters of recommendation, and any other materials they may need to ensure a smooth transition.

### b. *Employee Transition*

Salaried employees will be compensated each semi-monthly pay period throughout the school’s fiscal year. Salaried positions at WSS are limited to the Head of School, the Assistant Head of School, and the Office Manager. The Head of School and Assistant Head of School will serve under three year contracts, with financial compensation roughly commensurate with local school administrative salary schedules. The Office Manager will serve under a single year contract, with financial compensation determined by mutual agreement between the Office Manager and the Head of School. All salaried positions will be eligible for full medical coverage throughout the fiscal year, unemployment and disability coverage, and such retirement and other benefits as are available to many Utah State school employees. Holders of salaried positions may pursue other part-time employment





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opportunities during the school's annual closure (i.e. ski instructor, coach, tutor, etc.), but their first duty must remain to the school, as the school's few salaried positions are considered full-time year-round, and are critical to WSS's success.

All other contracted WSS employees are adjunct, serving under contracts issued within a single academic year only. Adjunct employees will be compensated each semi-monthly pay period while their contracted duties are performed. We currently do not have or intend to offer an option for adjunct employees to have their payments distributed over the entire fiscal year. Adjunct employees are ineligible for medical coverage, unemployment and disability coverage, and retirement benefits. Adjunct employees are free to pursue other part-time or full-time employment opportunities during the school's annual closure. They and WSS have no duty to each other outside the dates of their contracts, although adjunct employees intending to return in subsequent years are encouraged to state their intention to return to the Head of School, and to attend regular (but informal) monthly meetings traditionally held during the school's closure to keep faculty and staff informed with respect to policy decisions, etc. Adjunct contract renewals are typically executed within two weeks of the contract start date.

Other service providers will be compensated according to their individual agreements, with no contracts.

c. *Records*

The records of the school are managed and maintained by the WSS office manager. All files and records are to be kept in the schools administrative offices. In the event of school closure the WSS will turn these files and records over to the USOE for safe keeping and dissemination of records as needed when they are requested by colleges and universities in the case of student transcripts.

d. *Reports*

The WSS will look to the USOE to become the reporting agent should the school cease to exist.

e. *Financial Reserves*

The WSS currently has 3 months of operating expense in reserve. These funds will follow the WSS as it transitions to charter school status. This amount exceeds the recommended reserve asked for in the application.

## 11. Dismissal Procedures and suspension/expulsion



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a. *Dismissal*

WSS is committed to due process for all its constituents. Our policies regarding due process for short-term and long-term student suspensions from school are as follows.

i. DEFINITIONS AND CONTROLLING POLICIES

1. Only the WSS Head of School or Assistant Head of School may suspend a student – faculty and other staff may recommend only.
2. Whenever possible, suspended students will be allowed a reasonable opportunity to make up missed work, assuming the student is allowed to return to school in time to do so. If the suspension is too long in duration or the volume of missed work is too great, course work may have to be repeated in a later semester or school year as opposed to made up during the current one.
3. “Notification” means notice to parents by a reasonable, reliable process, e.g. by mail, by email, by notice in a school newsletter, by student delivery, at school registration.
4. “Timely hearing” means that a hearing will be scheduled no more than 5 school days following the suspension/expulsion. Allowance may be made by mutual agreement of the parties, inability of WSS to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).
5. If a WSS administrator offers a student/parent the opportunity to explain their side of the story or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
6. All the policies and procedures contained herein will control in cases of students with disabilities.

ii. SHORT-TERM SUSPENSION

If a WSS administrator intends to suspend a student for less than 10 school days the following procedures should be followed:

1. Student and parents should be notified immediately of the school’s intent to suspend.
2. A student should hear a brief explanation of reason(s) for suspension prior to suspension.
3. A student should have the opportunity to tell his or her side of the story prior to suspension.
4. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/administrator in writing or on a permanent



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computer file.

### iii. LONG-TERM SUSPENSION

If a student is suspended for more than 10 school days, the following minimum standards will be followed:

1. Notice of reasons to student and parents, preferably in writing.
2. Notice of opportunity for a timely hearing.
3. If a hearing is requested, the student and parents shall have and receive notice of:
  - a. Names of witnesses against the student and opportunity to present witnesses (witnesses' names may be protected if WSS determines they would suffer physical/psychological harm; witnesses cannot be compelled);
  - b. Reasonable time to prepare the case;
  - c. The opportunity for counsel, if WSS uses an attorney;
  - d. The right to notice of procedures for the hearing in writing, in student handbook or on WSS website;
  - e. The right to have the hearing recorded;
  - f. A fair hearing officer (credible and objective person or panel – not necessarily uninformed).
4. The decision must not be based solely on hearsay; rules of evidence do not control.
5. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
6. A decision must be made only on evidence presented at the hearing.
7. Student/parent has right to written findings.
8. Decision is by preponderance (>50%) of the evidence.
9. Student has the right to appeal decision made at the hearing to at least one member of the WSS Board of Trustees.
10. Student/parents must participate in the outlined available due process steps and fully exhaust the available appeal process prior to appealing a decision to district court.

- b. *Suspension/Expulsion*  
Please see Appendix D.

## 12. Complaints



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- a. *Policy*  
Please see Appendix E.
- b. *Timeframe*  
Please see Appendix E.

### 13. Parental Involvement

- a. *Opportunities*  
The WSS will make every effort to involve the parental constituency of the school with the school's day-to-day functions. The school will be open to many aspects of parental involvement. There will be the formation of a parent association or PTO. The WSS intends to continue its fundraising program as a supplemental revenue stream and parental involvement in fundraising will be a critical component of that process.
- b. *Notification*  
The WSS will insure excellent communication with the parental constituency in the same fashion currently employed. The parents will be made aware of all school activities through several communication mediums. E-mail, postal service and newsletters (both hard copy and electronic) will be the methods of communication. In addition there will be tri-annual parent/conferences ensuring good communication between teachers and parents. There will also be monthly forums held informally over coffee with the Head of school.
- c. *Volunteering*  
Parent volunteerism will be encouraged but not required by the WSS. In an effort to foster good school/parent relations opportunities to volunteer will made available to any willing parents. These opportunities will be decided upon both by the school administration and in consultation with the PTO organization.

### 14. Employees

- a. *Administrators*  
Winter Sports School administrative positions are limited to the Head of School, the Assistant Head of School, and the Office Manager. Desired qualifications are as follows:
  - i. Head of School: As a charter school, hiring and firing authority for this position will reside with the WSS Board of Trustees. The Head of School must have at least a bachelor's degree; a graduate degree is preferred. Must have at least 5 years experience in secondary school administration. Additional experience as a teacher or coach of secondary school students preferred. Should demonstrate detailed



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knowledge of business management, such as employment policies, annual budgets, marketing and promotional methods, etc.

- ii. Assistant Head of School: As a charter school, hiring and firing authority for this position will reside with the WSS Head of School. The Assistant Head of School must have at least a bachelor's degree; a graduate degree is preferred. Must have at least 5 years experience in secondary school education, either as teacher or as administrator. Should demonstrate detailed knowledge of business management, such as employment policies, annual budgets, marketing and promotional methods, etc.
- iii. Office Manager: As a charter school, hiring and firing authority for this position will reside with the WSS Head of School with consultation from the Assistant Head of School. A bachelor's degree is preferred for the Office Manager role. Must have at least 3 years experience in an office management capacity. Secondary school experience preferred.

### b. *Teachers*

As a charter school, hiring and firing authority for this position will reside with the WSS Head of School, with consultation from the Assistant Head of School. WSS teachers should hold at least a bachelor's degree in or related to the subjects they're hired to teach. Prior secondary school teaching experience is preferred. Additional endorsements and certifications are a plus. WSS does not anticipate hiring teachers into any highly qualified assignments.

### c. *Paraprofessionals*

The only paraprofessionals required by WSS are in the area of special education. Minimum qualifications: All paraprofessionals must have at least a high school diploma or equivalency and one of the following qualifications:

- i. 48 semester hours of college (must submit **official** transcripts with application and Paraprofessional Form); or
- ii. an Associates Degree or higher from an "institution of higher learning" as defined under No Child Left Behind (must submit official transcripts or diploma with application and Paraprofessional Form); or
- iii. a passing score (460 or higher) on the ETS Parapro Assessment (must submit test score with application and Paraprofessional Form)

### d. *Background Check*

Standard background checks will be performed on all WSS employees to ensure that no employee represents a safety hazard for fellow employees, students, or constituents. Fingerprints will be collected and each employee will sign a statement outlining any prior





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criminal convictions.

*e. Job Descriptions*

i. Head of School

Responsibilities include, but are not limited to the following:

1. Articulate the school's mission to the community, articulate ongoing common vision for school improvement, and solicits support in accomplishing the mission.
2. Initiate publicity through press contact and communication with families and other stakeholders. Represent the school in public relations events, joint activities, etc.
3. Work collaboratively with staff, parents, students, higher education partner, and community personnel, leading, developing, communicating, and implementing high performance goals for staff and students.
4. Follow the overarching curriculum direction established by Board policy. Review proposed curriculum changes and enhancements with the Board at the completion of each school year.
5. Supervise, promote, and evaluate the school's curriculum program, teaching process, and extracurricular programs.
6. Aid teachers in implementing effective instructional practices, monitor academic achievement of students on a regular basis, and observe teachers to insure goals are consistent with school and state guidelines.
7. Utilize tests results to analyze program effectiveness and identify areas needing improvement.
8. Incorporate the Utah State Core Curriculum and Utah State Board of Education adopted guidelines.
9. Supervise all professional, paraprofessional, administrative, and non-professional personnel attached to the school. Interview, select, orient, and promote staff.
10. Foster collegiality and team building among staff members. Encourage their active involvement in the decision making process.
11. Direct planning activities and put programs in place with staff to ensure attainment of school's mission. Define expectations for staff performance with regard to instructional strategies, classroom management, and interaction with the community.
12. Observe employee performance, record observations, and evaluate and counsel all staff members regarding their individual and group performance. Work with staff to plan and develop professional growth activities.



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13. Foster the success of all students by facilitating the development and communication of a shared vision of learning that reflects excellence.
14. Maintain visibility in the school environment, observe and respond to all situations, solving problems quickly and fairly before they become critical.
15. Conduct conferences about student and school issues with parents, students, and teachers/staff.
16. Participate in special events held to recognize student excellence and achievement.
17. Attend, supervise, and assist with school sponsored activities and functions.
18. Develop and set annual school performance objectives. Identify, analyze, and apply researched findings to promote school improvement.
19. Develop school budgets based on documented programs, estimated enrollments, personnel and other needs. Keep programs within budget limits, maintain fiscal control, and accurately report fiscal information.
20. Maintain compliance with state and federal law, regulations, reporting, and testing.
21. Interpret and enforce school and state policies and administrative regulations.
22. Serve as non-voting member of the WSS Board.
23. Communicate regularly with the Board of Trustees about the needs, successes, recommendations, and general operation of the school.
24. Other duties as assigned by the WSS Board of Trustees.

ii. Assistant Head of School

Responsibilities include, but are not limited to the following:

1. Carry out the policies and directives of the Winter Sports School Head of School and of the Board of Trustees as set by required membership vote
2. Manage daily operations of the school in the Head of School's absence
3. Responsible for all marketing and service definition strategy in conjunction with Head of School
4. Manage and refine the school's admissions policies and processes
5. Enforce school policy with respect to student behavior; maintain WSS student / parent handbook
6. Participate in staff recruitment and selection process
7. Assist Head of School with staff evaluations
8. Ensure all faculty and staff are utilizing WSS e-mail addresses and blogs, with support from Head of School
9. Maintain, manage, and improve the school's web site utilizing contracted resources as required



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10. Supervise and orient all faculties to the school's grading application. Ensure that all grades are submitted to administration on schedule.
11. Create and distribute school community communications.
12. Publish newsworthy items on school blog and social media sites
13. Teach courses in areas of expertise as administrative duties allow
14. Moderate student yearbook team

### iii. Office Manager

1. Responsibilities include, but are not limited to the following:
  - a. Assist the Head of School in the day-to-day operations of the school
  - b. Coordinate and maintain all school records
  - c. Coordinate communications between all students, families, faculty, board and administration (verbal, written and electronic)
  - d. Manage finances (deposits, transfers, billing, payments and purchasing)
  - e. Keep the school's website updated and current
  - f. Assist in the coordination and execution of special school events
  - g. Improve and maintain school's contact database
  - h. Manage all telephone calls and messaging
  - i. Other duties as assigned
2. Requirements:
  - a. Fulltime job (8-5 daily)
  - b. Proficiency in Quickbooks
  - c. Advanced MS Office skills including Word, Excel, Powerpoint and Access
  - d. Understanding of basic bookkeeping
  - e. Positive and outgoing personality

### iv. Teacher

Responsibilities include, but are not limited to the following:

1. Orient students to their coursework and communicate course and school requirements
2. Employ technology as needed (including emails and online blogs) to supplement course content and monitor student progress
3. Maintain regular office hours, to be reachable by students or parents
4. Implement student's IEPs and attend IEP conferences, as needed
5. Set deadlines for student work and grant extensions
6. Participate in State Testing – this includes, but is not limited to:
  - a. Proctoring for a three week testing window



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- b. Assigning students to test sites
  - c. Following up with students who have not been tested
  - d. Helping site coordinator
  - e. Following up with student, parent and/or administrator if there are issues
  - f. Organizing testing materials
7. Assess and grade student work
8. Contribute to and complete student report cards
9. Communicate with parents as needed. This includes, but is not limited to:
  - a. Calling students and parents
  - b. E-mailing students and parents
  - c. Returning phone calls/emails ASAP but no longer than 24 hours after the initial contact
10. Face-to-face meetings with students and parents as scheduled
11. Collaborate with other WSS teachers
12. Attending all in person meetings as scheduled
13. Other duties as assigned

f. *Evaluations*

Except as provided under Utah Code 53A-8a-301 for temporary or part-time employees, WSS employees will be evaluated annually. Provisional or probationary teachers will be evaluated at least twice each school year. The completed, written evaluations will be compiled by the WSS Head of School or Assistant Head of School and will include:

- i. Self-evaluation
- ii. Peer evaluation
- iii. Supervisor observation, including evidence of student performance, classroom management, and growth in instructional techniques.

Copies of all evaluations will be provided to the appropriate employee and kept in the employee's personnel file.

g. *Relatives*

Please see Appendix F below.

h. *Terms and Conditions of Employment*

WSS is committed to equal employment opportunity. WSS will not discriminate against employees or applicants for employment on any legally recognized basis ("protected class") including, but not limited to, veteran status, uniform service member status, race, color, religion, gender, national origin, physical or mental disability or any other protected class



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under federal, state, or local law.

Employment at WSS is at will. Signed employment contracts will be honored except in the case of egregious, unprofessional conduct as outlined in the WSS Employee Handbook.

### 15. Services

#### a. *Administrative*

The WSS intends upon providing all the current administrative services as a Charter School. We outsource our financial oversight and special needs work to consultants. The Winter Sports School Charter School administration will continue to handle the management of curriculum, instructional supervision and evaluation, school test data interpretation, community relations, professional development, counseling, employment issues, student placement, maintenance of school materials and supplies, preparation of all federal and state reporting and support of all faculty and staff.

#### b. *Budget*

The budgeting for the services contracted should be found in Appendix B of this application.

#### c. *Library Plan*

The WSS is currently fully accredited by NWAC/ADVANCED ED. We have been using online library resources as a mechanism to meet our library needs.

#### d. *Technology Plan*

Charter School	Winter Sports School
Principal	Rob Clayton
Technology Coordinator	Rob Clayton

### Plan Objectives:

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education (e.g., library services, CBT, assessment, etc.).
- The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education.
- The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education.





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- The plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy.

### Description of Technology Plan:

The WSS Technology plan is to continue functioning as a laptop school. The WSS was the first school in Utah to become fully wireless in 2004. We currently implement a system where the school is networked wireless to both the internet and all printer stations. We will not require all students to own laptops but will encourage everyone to provide their own machine.

We will provide desktop machines that we currently own for those students who do not have laptops.

The WSS currently owns 4 smart boards.

To summarize we currently have most of the apparatus required to continue serving students with the level of technology that is appropriate for a modern day high school student.

### Assessment of telecommunication services, hardware, software, and other services (Yr 1)

	Computer Lab	Classroom	Library	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 2	Yr 3	Yr 4
<b>Computers</b> - List by type (e.g., laptop, desktop)	<b>4 desktop</b>	<b>14 laptop</b>		<b>3 laptop 1 desktop</b>				
A. < 4 yrs old	<b>4</b>							
B. > 4 yrs old		<b>14</b>		<b>4</b>				
C.								
# of above computers that are Internet capable	<b>4</b>	<b>14</b>		<b>4</b>				
<b>Peripheral Devices</b>								
A. Printers	<b>1</b>	<b>2</b>		<b>3</b>				
B. Scanners				<b>1</b>				
C. Assistive / adaptive devices		<b>4</b>						
D. TVs (digital signal)		<b>7</b>		<b>1</b>				



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E. DVD Players		7						
F. LCD Projectors		5						
G.								
<b>Network Equipment</b>								
A. Hubs		1		1				
B. Routers		1						
C. Servers								
D.								
<b>Total Classrooms</b>								
Number of classrooms wired for internal connections		7						
<b>Tele-communication Links</b>								
A. Gigabit Ethernet								
B. Multiple T1s or T3								
C. Microwave								

e. *Education Service Providers*

As per current WSS policy any consultant or non-school service that the WSS hires is subject to WSS board approval. As a Charter School this policy would remain in effect.

## 16. Extra-curricular Activities

a. *Policies*

The WSS will work with the student's respective district schools, as desired, to make it possible for WSS students to engage in whatever extracurricular activities that are available at their local district schools, including sports, clubs, music or theatre programs.

## 17. Special Education

a. *Services and Placement*

The WSS will be servicing grades 9-12. The WSS will follow the prescribed methodology prescribed in any of the WSS students IEP or 504 plans. We will implement interventions or



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accommodations on an individual basis for any and all students with such educational plans. WSS will seek to fully screen and identify any and all members of the school population who have already been identified as special education service recipients. In addition to recognizing those students previously recognized as special needs students, the WSS will actively implement a child find program as specified and in accordance with USBE-SER II.A. The WSS will provide the necessary training for all faculty to provide them with the skills to initiate the referral process and set up of individual special education plans for WSS students.

Those students with physical disabilities will be accommodated in such a fashion such that they will be functional members of the school community. The WSS will be in full compliance with ADA facility standards.

b. *Qualified Staff*

We will use our current paraprofessionals as the resource for special education. We look to them and to the USOE to provide training to all faculty and staff as necessary to prepare them to carry out all IDEA prescribed accommodations or intervention strategies.

The WSS will hire a consultant who will have the proper endorsements included with their educator license to insure FAPE is provided to the entire WSS student body. WSS will provide special education staffing in suitable ratio suitable to the rate of child find.

The WSS will provide training to the entire faculty on the methodology of child find with the oversight of the aforementioned consultant.

c. *Policies*

The WSS Charter School intends to utilize the Special Education Rules Manual produced by the Utah State Board of Education Special Education Rules (copyright August 2007) for our special education policies.

This policy and procedure manual will be developed based upon the template provided by the USOE. This manual will be developed in compliance with the December 1 deadline prior to the opening of the WSS Carter School. In this case the deadline for submission would be December 1, 2013.

d. *Child Find*

The school years serviced by the WSS Charter School will be 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades. Our enrollment form will include questions for each family regarding any previous special education services a student may have received. During registration parents will be asked if



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any special education services had been utilized in previous schools. If the answer is yes the WSS will follow up with that school and obtain that student's special education records.

Faculty and staff will receive training in the identification of potential disabilities. The WSS will provide parents with referral procedures and a listing of available services in the school handbook.

The WSS intends to utilize and follow the procedures as outlined in the template document USBE-SER I.

e. *Special Education Records*

All records will be kept in accordance with state regulations. WSS will maintain a separate and secure filing system for all student special education records in its administrative offices.



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### APPENDIX A – WSS LOTTERY POLICY

WSS will hold its annual lottery or lotteries by, as each class is filled to capacity, two business days after the end of the enrollment period during which class capacity becomes oversubscribed, at the WSS Campus office. The first such lottery may occur two business days after November 8th, 2013, provided that WSS is granted a State Charter starting April, 2014, and that at least one class is oversubscribed by the end of our initial enrollment period.

WSS is committed to equal opportunity. No aspect of its lottery process – or its admission process in general – will give any weight or consideration to gender, race, color, creed, religious affiliation, sexual orientation, or socioeconomic status.

Please see Section 2.c – Admission Procedures / Lottery Policy of this application for additional details.





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### APPENDIX B – BUDGETS FOR OPERATIONAL YEARS 1 through 5

Charter School Name: The Winter Sports School in Park City		Fiscal Year: 2014 - 2015					
First Operational Year		100% Enrollment			75% Enrollment		
Number of Students:		100			75		
Grade Configuration:		9 - 12			9 - 12		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0			\$0		
Student Activities		\$0			\$0		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$0			\$0		
Total Revenue from State Sources (3000)		\$584,585			\$438,439		
Lunch and Breakfast Reimbursement		\$0			\$0		
Donated Commodities (CNP)		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$0			\$0		
No Child Left Behind (NCLB)		\$0			\$0		
Total Revenue from Federal Sources (4000)		\$0			\$0		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial		\$0			\$0		
Contributions and Donations from Private Sources		\$75,000			\$75,000		
Other (reserves at end of planning year)		\$269,000			\$269,000		
Total Revenue from Other Sources (5000)		\$344,000			\$344,000		
Total Revenue		\$928,585			\$782,439		
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	7.00	\$25,686	\$179,800	5.00	\$25,686	\$128,429
132	Salaries - Substitute Teachers	30.00	\$46	\$1,385	22.00	\$46	\$1,016
161	Salaries - Teacher Aides and Paraprofessionals			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$181,185			\$129,444
210	Retirement	7.00	\$616	\$4,315	5.00	\$616	\$3,082
220	Social Security	7.00	\$2,055	\$14,384	5.00	\$2,055	\$10,274
240	Insurance (Health/Dental/Life)	7.00	\$1,284	\$8,990	5.00	\$1,284	\$6,421
200	Other Benefits (specify) (Teacher Training)	7.00	\$143	\$1,000	5.00	\$143	\$714
	Total Benefits (200)			\$28,689			\$20,492
300	Purchased Professional and Technical Services	4.00	\$1,250	\$5,000	3.00	\$1,250	\$3,750
600	Instructional Supplies	1.00	\$6,000	\$6,000	1.00	\$6,094	\$6,094
641	Textbooks	250.00	\$80	\$20,000	187.50	\$80	\$15,000
	Total Supplies (600)			\$26,000			\$21,094
700	Total Property (700)			\$0			\$0
800	Other Objects (SAT/ACT Prep)	1.00	\$920	\$920	1.00	\$920	\$920
810	Dues and Fees (Bank Charges)	12.00	\$17	\$200	12.00	\$17	\$200
	Total Other Objects (800)			\$1,120			\$1,120
Total Instruction (1000)		\$241,994			\$175,900		



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### Winter Sports School Fiscal Year 2014 – 2015 Budget (continued)

141	Salaries - Attendance and Social Work Personnel			\$0			\$0
142	Salaries - Guidance Personnel			\$0			\$0
143	Salaries - Health Services Personnel			\$0			\$0
144	Salaries - Psychological Personnel			\$0			\$0
152	Salaries - Secretarial and Clerical			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services	4.00	\$1,250	\$5,000	\$3	\$1,250	\$3,750
600	Supplies			\$0			\$0
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
<b>Total Student Support Services (2100)</b>				<b>\$5,000</b>			<b>\$3,750</b>
145	Salaries - Media Personnel - Certified			\$0			\$0
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
600	Supplies			\$0			\$0
644	Library Books			\$0			\$0
650	Periodicals			\$0			\$0
660	Audio Visual Materials	4.00	\$250	\$1,000	3.00	\$250	\$750
	Total Supplies (600)			\$1,000			\$750
700	Property			\$0			\$0
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
<b>Total Instructional Staff Support Services (2200)</b>				<b>\$1,000</b>			<b>\$750</b>



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### Winter Sports School Fiscal Year 2014 – 2015 Budget (continued)

121	Salaries - Principals and Assistants	2	87500	\$175,000	2	87500	\$175,000
152	Salaries - Secretarial and Clerical	1	\$35,000	\$35,000	1	\$35,000	\$35,000
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			<b>\$210,000</b>			<b>\$210,000</b>
210	Retirement	3	\$3,500	\$10,500	3	\$3,500	\$10,500
220	Social Security	3	\$5,600	\$16,800	3	\$5,600	\$16,800
240	Insurance (Health/Dental/Life)	3	\$7,667	\$23,000	3	\$7,667	\$23,000
200	Other Benefits			\$0			\$0
	Total Benefits (200)			<b>\$50,300</b>			<b>\$50,300</b>
300	Purchased Professional and Technical Services	4	\$1,250	<b>\$5,000</b>	3.00	\$1,250	<b>\$3,750</b>
600	Supplies			<b>\$0</b>			<b>\$0</b>
700	Property			<b>\$0</b>			<b>\$0</b>
800	Other Objects (Promotional Expenses)	10	\$1,000	\$10,000	7	\$1,000	\$7,000
810	Dues and Fees (Postage and Shipping)	1	\$1,751	\$1,751	1	\$1,751	\$1,751
	Total Other Objects (800)			<b>\$11,751</b>			<b>\$8,751</b>
<b>Total School Administration (2400)</b>				<b>\$277,051</b>			<b>\$272,801</b>
100	Salaries			<b>\$0</b>			<b>\$0</b>
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			<b>\$0</b>			<b>\$0</b>
300	Purchased Professional and Technical Services	1.00	\$10,300	<b>\$10,300</b>	1.00	\$10,300	<b>\$10,300</b>
400	Purchased Property Services (Utilities)	1.00	\$14,214	\$14,214	1.00	\$14,214	\$14,214
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			<b>\$14,214</b>			<b>\$14,214</b>
500	Other Purchased Services (Graduation Expenses)	1.00	\$3,605	<b>\$3,605</b>	1.00	\$3,605	<b>\$3,605</b>
600	Supplies	1.00	\$7,416	<b>\$7,416</b>	1.00	\$7,416	<b>\$7,416</b>
700	Property (Telephone)	1.00	\$3,600	<b>\$3,600</b>	1.00	\$3,600	<b>\$3,600</b>
800	Other Objects (BOT Expenses, Liability Insurance, + Y	1.00	\$9,700	\$9,700	1.00	\$9,700	\$9,700
810	Dues and Fees (Faculty / Student Meetings)	1.00	\$2,000	\$2,000	1.00	\$2,000	\$2,000
	Total Other Objects (800)			<b>\$11,700</b>			<b>\$11,700</b>
<b>Total Operation &amp; Maintenance of Facilities (2600)</b>				<b>\$50,835</b>			<b>\$47,230</b>



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### Winter Sports School Fiscal Year 2014 – 2015 Budget (continued)

100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies			\$0			\$0
630	Food			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Property			\$0			\$0
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$0			\$0
800	Other Objects ( <i>Specify</i> )			\$0			\$0
<b>Total Food Services (3100)</b>				<b>\$0</b>			<b>\$0</b>
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services			\$0			\$0
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$0			\$0
500	Other Purchased Services			\$0			\$0
600	Supplies - New Buildings			\$0			\$0
641	Textbooks - New Buildings			\$0			\$0
644	Library Books - New Libraries			\$0			\$0
	Total Supplies (600)			\$0			\$0
710	Land and Improvements			\$0			\$0
720	Buildings			\$0			\$0
731	Machinery			\$0			\$0
732	School Buses			\$0			\$0
733	Furniture and Fixtures	8.00	\$500	\$4,000	6.00	\$500	\$3,000
734	Technology Equipment			\$0			\$0
735	Non-Bus Vehicles			\$0			\$0
739	Other Equipment			\$0			\$0
	Total Property (700)			\$4,000			\$3,000
800	Other Objects			\$0			\$0
<b>Total Building Acquisition &amp; Instruction (4500)</b>				<b>\$4,000</b>			<b>\$3,000</b>



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### Winter Sports School Fiscal Year 2014 – 2015 Budget (continued)

830	Interest	1	\$85,000	\$85,000	1.00	\$85,000	\$85,000
840	Redemption of Principal	1	\$16,000	\$16,000	1.00	\$16,000	\$16,000
<b>Total other financing sources (uses) and other items</b>				<b>\$101,000</b>			<b>\$101,000</b>
1000	Total Local			\$0			\$0
3000	Total State			\$584,585			\$438,439
4000	Total Federal			\$0			\$0
<b>TOTAL REVENUES</b>				<b>\$584,585</b>			<b>\$438,439</b>
100	Salaries			\$391,185			\$339,444
200	Employee Benefits			\$78,989			\$70,792
300	Purchased Professional and Technical Services			\$25,300			\$21,550
400	Purchased Property Services			\$14,214			\$14,214
500	Other Purchased Services			\$3,605			\$3,605
600	Supplies			\$34,416			\$29,260
700	Property			\$7,600			\$6,600
800	Other Objects			\$125,571			\$122,571
<b>TOTAL EXPENDITURES</b>				<b>\$680,880</b>			<b>\$608,036</b>
<b>Excess or Deficiency of Revenues over Expenditures</b>				<b>-\$96,295</b>			<b>-\$169,598</b>
<b>Other Sources of Funding (5000)</b>				<b>\$344,000</b>			<b>\$344,000</b>
<b>Net Asset Balance (Fund Balance)</b>				<b>\$247,705</b>			<b>\$174,402</b>
<b>Reserves as Percentage of Total Revenue</b>				<b>42%</b>			<b>40%</b>
<b>Percentage of Funding Contributed to Reserve Balance</b>				<b>-0.164724</b>			<b>-39%</b>
<b>Necessary Closure Fund</b>				<b>\$23,298</b>			<b>\$22,798</b>





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### Winter Sports School Fiscal Year 2015 – 2016 Budget

Charter School Name: The Winter Sports School in Park City		Fiscal Year: 2015 - 2016					
Second Operational Year		100% Enrollment			75% Enrollment		
Number of Students:		125			94		
Grade Configuration:		9 - 12			9 - 12		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0			\$0		
Student Activities		\$0			\$0		
Other		\$0			\$0		
Total Revenue From Local Sources (1000)		\$0			\$0		
Total Revenue from State Sources (3000)		\$732,046			\$549,035		
Lunch and Breakfast Reimbursement		\$0			\$0		
Donated Commodities (CNP)		\$0			\$0		
Restricted Federal Through State		\$0			\$0		
Programs for the Disabled (IDEA)		\$0			\$0		
No Child Left Behind (NCLB)		\$0			\$0		
Total Revenue from Federal Sources (4000)		\$0			\$0		
Private Grants & Donations:		\$0			\$0		
Source(s) (specify)		\$0			\$0		
Loans:		\$0			\$0		
Commercial (State)		\$25,000			\$25,000		
Contributions and Donations from Private Sources		\$75,000			\$75,000		
Other (reserves at end of planning year)		\$247,705			\$247,705		
Total Revenue from Other Sources (5000)		\$347,705			\$347,705		
Total Revenue		\$1,079,751			\$896,740		
Expenditures		Number	Salary or Cost	Total	Number	Salary or Cost	Total
131	Salaries - Teachers	8.00	\$26,350	\$210,800	6.00	\$26,350	\$158,100
132	Salaries - Substitute Teachers	30.00	\$46	\$1,385	22.00	\$46	\$1,016
161	Salaries - Teacher Aides and Paraprofessionals			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$212,185			\$159,116
210	Retirement	8.00	\$632	\$5,059	6.00	\$632	\$3,794
220	Social Security	8.00	\$2,108	\$16,864	6.00	\$2,108	\$12,648
240	Insurance (Health/Dental/Life)	8.00	\$1,318	\$10,540	6.00	\$1,318	\$7,905
200	Other Benefits (specify) (Teacher Training)	8.00	\$143	\$1,143	6.00	\$143	\$857
	Total Benefits (200)			\$33,606			\$25,205
300	Purchased Professional and Technical Services	4.00	\$1,250	\$5,000	3.00	\$1,250	\$3,750
600	Instructional Supplies	1.00	\$6,000	\$6,000	1.00	\$6,094	\$6,094
641	Textbooks	312.00	\$80	\$25,000	234.00	\$80	\$18,750
	Total Supplies (600)			\$31,000			\$24,844
700	Total Property (700)			\$0			\$0
800	Other Objects (SAT/ACT Prep)	1.00	\$1,224	\$1,224	1.00	\$1,224	\$1,224
810	Dues and Fees (Bank Charges)	12.00	\$17	\$200	12.00	\$17	\$200
	Total Other Objects (800)			\$1,424			\$1,424
Total Instruction (1000)		\$283,215			\$214,338		



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## in Park City

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### Winter Sports School Fiscal Year 2015 – 2016 Budget (continued)

141	Salaries - Attendance and Social Work Personnel			\$0		
142	Salaries - Guidance Personnel			\$0		
143	Salaries - Health Services Personnel			\$0		
144	Salaries - Psychological Personnel			\$0		
152	Salaries - Secretarial and Clerical			\$0		
100	Salaries - All Other			\$0		
	Total Salaries (100)			\$0		
210	Retirement			\$0		
220	Social Security			\$0		
240	Insurance (Health/Dental/Life)			\$0		
200	Other Benefits			\$0		
	Total Benefits (200)			\$0		
300	Purchased Professional and Technical Services	4.00	\$1,250	\$5,000	\$3	\$1,250
600	Supplies			\$0		
700	Property			\$0		
800	Other Objects			\$0		
810	Dues and Fees			\$0		
	Total Other Objects (800)			\$0		
<b>Total Student Support Services (2100)</b>				<b>\$5,000</b>		
145	Salaries - Media Personnel - Certified			\$0		
162	Salaries - Media Personnel - Noncertified			\$0		
100	Salaries - All Other			\$0		
	Total Salaries (100)			\$0		
210	Retirement			\$0		
220	Social Security			\$0		
240	Insurance (Health/Dental/Life)			\$0		
200	Other Benefits			\$0		
	Total Benefits (200)			\$0		
300	Purchased Professional and Technical Services			\$0		
600	Supplies			\$0		
644	Library Books			\$0		
650	Periodicals			\$0		
660	Audio Visual Materials	4.00	\$250	\$1,000	3.00	\$250
	Total Supplies (600)			\$1,000		
700	Property			\$0		
800	Other Objects			\$0		
810	Dues and Fees			\$0		
	Total Other Objects (800)			\$0		
<b>Total Instructional Staff Support Services (2200)</b>				<b>\$1,000</b>		



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### Winter Sports School Fiscal Year 2015 – 2016 Budget (continued)

121	Salaries - Principals and Assistants	2	90125	\$180,250	2	90125	\$180,250
152	Salaries - Secretarial and Clerical	1	\$36,050	\$36,050	1	\$36,050	\$36,050
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			<b>\$216,300</b>			<b>\$216,300</b>
210	Retirement	3	\$3,605	\$10,815	3	\$3,605	\$10,815
220	Social Security	3	\$5,768	\$17,304	3	\$5,768	\$17,304
240	Insurance (Health/Dental/Life)	3	\$7,667	\$23,000	3	\$7,667	\$23,000
200	Other Benefits			\$0			\$0
	Total Benefits (200)			<b>\$51,119</b>			<b>\$51,119</b>
300	Purchased Professional and Technical Services	4	\$1,250	<b>\$5,000</b>	3.00	\$1,250	<b>\$3,750</b>
600	Supplies			<b>\$0</b>			<b>\$0</b>
700	Property			<b>\$0</b>			<b>\$0</b>
800	Other Objects (Promotional Expenses)	10	\$1,000	\$10,000	7	\$1,000	\$7,000
810	Dues and Fees (Postage and Shipping)	1	\$1,751	\$1,751	1	\$1,751	\$1,751
	Total Other Objects (800)			<b>\$11,751</b>			<b>\$8,751</b>
<b>Total School Administration (2400)</b>				<b>\$284,170</b>			<b>\$279,920</b>
100	Salaries			<b>\$0</b>			<b>\$0</b>
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			<b>\$0</b>			<b>\$0</b>
300	Purchased Professional and Technical Services	1.00	\$10,300	<b>\$10,300</b>	1.00	\$10,300	<b>\$10,300</b>
400	Purchased Property Services (Utilities)	1.00	\$14,214	\$14,214	1.00	\$14,214	\$14,214
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			<b>\$14,214</b>			<b>\$14,214</b>
500	Other Purchased Services (Graduation Expenses)	1.00	\$3,605	<b>\$3,605</b>	1.00	\$3,605	<b>\$3,605</b>
600	Supplies	1.00	\$7,416	<b>\$7,416</b>	1.00	\$7,416	<b>\$7,416</b>
700	Property (Telephone)	1.00	\$3,600	<b>\$3,600</b>	1.00	\$3,600	<b>\$3,600</b>
800	Other Objects (BOT Expenses, Liability Insurance, + Y	1.00	\$9,950	\$9,950	1.00	\$9,700	\$9,700
810	Dues and Fees (Faculty / Student Meetings)	1.00	\$2,000	\$2,000	1.00	\$2,000	\$2,000
	Total Other Objects (800)			<b>\$11,950</b>			<b>\$11,700</b>
<b>Total Operation &amp; Maintenance of Facilities (2600)</b>				<b>\$51,085</b>			<b>\$47,230</b>



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### Winter Sports School Fiscal Year 2015 – 2016 Budget (continued)

100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
600	Non-Food Supplies			\$0			\$0
630	Food			\$0			\$0
	Total Supplies (600)			\$0			\$0
700	Property			\$0			\$0
780	Depreciation - Kitchen Equipment Depreciation			\$0			\$0
	Total Property (700)			\$0			\$0
800	Other Objects (Specify )			\$0			\$0
<b>Total Food Services (3100)</b>				<b>\$0</b>			<b>\$0</b>
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$0			\$0
400	Purchased Property Services			\$0			\$0
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$0			\$0
500	Other Purchased Services			\$0			\$0
600	Supplies - New Buildings			\$0			\$0
641	Textbooks - New Buildings			\$0			\$0
644	Library Books - New Libraries			\$0			\$0
	Total Supplies (600)			\$0			\$0
710	Land and Improvements			\$0			\$0
720	Buildings			\$0			\$0
731	Machinery			\$0			\$0
732	School Buses			\$0			\$0
733	Furniture and Fixtures	8.00	\$500	\$4,000	6.00	\$500	\$3,000
734	Technology Equipment			\$0			\$0
735	Non-Bus Vehicles			\$0			\$0
739	Other Equipment			\$0			\$0
	Total Property (700)			\$4,000			\$3,000
800	Other Objects			\$0			\$0
<b>Total Building Acquisition &amp; Instruction (4500)</b>				<b>\$4,000</b>			<b>\$3,000</b>



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### Winter Sports School Fiscal Year 2015 – 2016 Budget (continued)

830	Interest	1	\$86,000	\$86,000	1.00	\$86,000	\$86,000
840	Redemption of Principal	1	\$16,000	\$16,000	1.00	\$16,000	\$16,000
<b>Total other financing sources (uses) and other items</b>				<b>\$102,000</b>		<b>\$102,000</b>	
1000	Total Local			\$0			\$0
3000	Total State			\$732,046			\$549,035
4000	Total Federal			\$0			\$0
<b>TOTAL REVENUES</b>				<b>\$732,046</b>		<b>\$549,035</b>	
100	Salaries			\$428,485			\$375,416
200	Employee Benefits			\$84,725			\$76,324
300	Purchased Professional and Technical Services			\$25,300			\$21,550
400	Purchased Property Services			\$14,214			\$14,214
500	Other Purchased Services			\$3,605			\$3,605
600	Supplies			\$39,416			\$33,010
700	Property			\$7,600			\$6,600
800	Other Objects			\$127,125			\$123,875
<b>TOTAL EXPENDITURES</b>				<b>\$730,470</b>		<b>\$654,593</b>	
<b>Excess or Deficiency of Revenues over Expenditures</b>				<b>\$1,576</b>			<b>-\$105,559</b>
<b>Other Sources of Funding (5000)</b>				<b>\$347,705</b>			<b>\$347,705</b>
<b>Net Asset Balance (Fund Balance)</b>				<b>\$349,281</b>			<b>\$242,146</b>
<b>Reserves as Percentage of Total Revenue</b>				<b>48%</b>			<b>44%</b>
<b>Percentage of Funding Contributed to Reserve Balance</b>				<b>0.0021528</b>			<b>-19%</b>
<b>Necessary Closure Fund</b>				<b>\$23,557</b>			<b>\$23,015</b>





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### **APPENDIX C – PURCHASING POLICIES & PROCEDURES**

All purchases made by WSS must be approved by the Head of School. All purchases totaling \$5,000 or more must be approved by the WSS Board of Trustees, either by majority approval in writing or by majority vote during a Board Meeting with a quorum present.



## APPENDIX D – WSS SUSPENSION/EXPULSION POLICY

### Suspension and Expulsion Defined

- A. Suspension is disciplinary removal from school with an offer of educational services.
- B. Expulsion is a disciplinary removal from school by the School Board for more than 10 school days without an offer of alternative educational service.

WSS reserves the right to suspend students for major behavioral infractions and (or) for consistent behavior that endangers the school's ability to fulfill its mission. Examples include:

- Safe school violations, including assault, threats to kill/harm, discrimination
- Drug, alcohol, and tobacco violations
- Physical aggression including fighting and throwing objects at a person
- Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
- Chronic or excessive abusive language, truancy, tardies, or non-compliance with school rules
- Bullying and harassment
- Failure to maintain an academic performance at or above a 2.7 GPA, consistent with the goals and mission of a college preparatory program.

Prohibited conduct is forbidden at school, on school property, including school vehicles (whether owned or rented), and at any school activity. A serious violation that threatens or harms WSS, WSS property, a person connected with WSS, or property associated with a person connected with WSS is forbidden regardless of where it occurs.

I. A student **WILL** be removed from school **for at least 1 year** for a serious violation involving the following:

1. A real weapon or
2. Explosive or flammable material or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

Exceptions may be made on a case by case basis by the WSS Head of School

If a student is removed from school under Section I, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.



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### II. A student **WILL** be removed from school for the following:

1. Possession, control, actual or threatened use of areal weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-a-like weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatening to use serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

### III. A student **MAY** be removed from school for the following:

1. Willful disobedience or violating a school rule;
2. Defying authority;
3. Disruptive behavior;
4. Foul, profane, vulgar, or abusive language;
5. Defacing or destroying school property;
6. Truancy;
7. Theft;
8. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school;
9. Fighting;
10. Bullying(including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
11. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
12. Possessing or using tobacco;
13. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
14. Inappropriate exposure of body parts;
15. Sexual or other harassment;
16. Gang-related attire or activity, or any other violation of the WSS dress code; or
17. Failure to maintain a minimum GPA of 2.7.

If a student is removed from school under II or III, the student maybe readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s)and after the student completes both the days of suspension and any conditions imposed.



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WSS may deny admission to a student who has been expelled from any school in the last twelvemonths.

School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

If a student has a qualified disability, the WSS Head of School will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.



### APPENDIX E – COMPLAINT POLICY

If students or parents have concerns or issues with the quality of instruction, culture, safety, or any other aspect of the educational experience at The Winter Sports School, they are encouraged to bring their concerns to the attention of the WSS Head of School and (or) the WSS Assistant Head of School, either verbally or in writing. WSS will act to remedy those concerns if possible and if doing so is considered in the best interests of the WSS community by the Head of School and (or) the Assistant Head of School.

Students or parents voicing concerns to the WSS administration should expect some form of response (a proposed meeting time, e-mail, phone call, letter, etc.) within 5 working days.

WSS may not act upon concerns directed towards any individual which are presented with only hearsay or circumstantial evidence, or are based on subjective opinion.





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### **APPENDIX F – EMPLOYMENT OF RELATIVES POLICY**

The WSS administrative team is permitted to hire relatives of current WSS teachers and of the Office Manager. The hiring of relatives of the current WSS Head of School, WSS Assistant Head of School, a current WSS Board Member, or anyone with direct or indirect hiring and firing authority over WSS faculty and staff is prohibited.



## APPENDIX G – SOCIAL MEDIA POLICY

### TECHNOLOGY AND INTERNET USAGE POLICY

(Includes cell phones, iPods, Social Media, etc.)

The Winter Sports School provides wireless internet access throughout the school. We use blocking software and we require users within the school grounds to conform to the standards of an acceptable use policy. All use shall be consistent with the purpose of Internet access. It is imperative that all students and faculty who use the internet conduct themselves in a responsible, decent, ethical, and polite manner while on the network. All local, state, and federal laws must be abided. The Internet is an open network that can advance the pursuit of higher knowledge and is intended to assist in the collaboration and exchange of information between and among students and faculty as well as provide access to appropriate information available through the Internet. Unfortunately, it can also be used in inappropriate ways that would not be considered of educational value in a school setting. Judgment should be used when using this quality recourse. While this policy and its accompanying regulations do not attempt to articulate all required or proscribed behavior by students, it does seek to assist in such judgment by providing guidelines. The Winter Sports School has the right to monitor all use of the computer, including access to all messages, files and data.

#### Responsibilities of the School

The Winter Sports School provides wireless and Internet access to our students. While it is the school's responsibility to maintain our equipment, security, screening devices, network, etc. in good working order to the best of our ability, we do not:

- Guarantee the accuracy of information found on the Internet.
- Accept responsibility or liability for inappropriate use of technology or the Internet by our students at school or at home.
- Guarantee that faculty or staff monitoring computer usage and Internet access will be able to always be aware of inappropriate use or able to prevent inappropriate occurrences, e.g., pop-ups, links that seem to entrap, etc.

#### Proper Use

- Students may use the internet for authorized research and on-line activities issued through verbal or written instructions from Faculty.
- Use computer for note taking in class as long as it is approved by the teacher.
- Exchange appropriate electronic mail with other users before school, during lunch, after school, or with instructor's permission.
- Use of computer is for educational purposes

#### Inappropriate use of the computer / internet



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- Posting any personal or derogatory information about any student or staff member on any website or using email or instant messaging to convey any message that is threatening, harassing, or other negative content that is in direct conflict with the schools values and policies.
- Encourage (or provide the means for) cyber bullying individuals.
- Viewing or downloading pornography or sexually explicit content.
- Changing other people's screen savers, desktops, or passwords.
- Stealing, vandalizing, or by any other means intentionally damaging or tampering with another's or the school's equipment.
- Hacking or intentionally introducing any viruses, worms, or other destructive agents into the school's computer network or any individual's computer .
- Having provocative and/or attention-getting screensavers (i.e. gory, sexual, or potentially harassing, sexist, etc. content).
- Advocate violent behavior.
- Advocate taking drugs and provide instructions on how to do so (purchase, use, etc.).
- Selling contraband, guns, drugs, poisons or alcohol.
- Contain violence, gore, and hate literature (this also includes games).
- Advertise tobacco and alcohol.
- Actions that pose a risk to privacy.
- Collect and sell private information.
- Promote unhealthy lifestyles and behavior or offer online "support groups" for those involved in dangerous behavior, such as anorexia, "cutting," or the taking of steroids.
- Cutting and pasting copyrighted materials without proper sighting (see plagiarism).
- Instant Messaging or emailing, except with explicit teacher permission for a very specific purpose. As soon as the assigned task is complete, they must close the IM communication program.
- Gaming and/or visiting game sites, social networking sites or chat rooms; during class.
- Using other students' or faculty member's personal computers without permission.
- Refusing to angle down or shut laptop screen upon a staff member's request.

### **Penalties for Improper device use (computer, iPod, cell phones, etc.)**

- First offense: The item goes on teachers desk for the duration of the class period.
- Second offense: The item stays in the WSS office for duration of school to be picked up by a parent or legal guardian.
- Third offense: The student is subject to further disciplinary action at the discretion of the Head of School, including revocation of internet/computer/device privileges, suspension, or expulsion.

### **Penalties for Improper social media use**

- 1st offense: Interviews / parent conference / counseling / suspension (or expulsion)



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- 2nd offense: Interviews / parent conference / suspension (or expulsion) /counseling (needs to be completed before returning to school and parents are financially responsible)
- 3rd offense: Interviews / parent conference / expulsion

Note: The proper authorities will be notified in cases where there are any illegal actions.



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### **APPENDIX H – EXTRACURRICULAR POLICY AND FEE SCHEDULE**

The Winter Sports School offers very few, if any, extracurricular activities on a year-to-year basis. Our program is necessarily streamlined in order to provide a top-notch college preparatory education within a compressed academic calendar. In 2012, for example, our single extracurricular offering was a rock climbing course taught after school, once each week for three months, by one of our faculty members, and a modest fee was charged individually to each student who chose to take it. In 2010 and 2011, no similar extracurricular course was offered. We are still assessing student demand for such offerings in 2013 and beyond, but the scope of any such offerings will be similarly limited.

For students wishing to avail themselves of extracurricular activities offered at “traditional” high schools, such as music ensembles, theatre, clubs, and group sports such as football, basketball, track and field, soccer, etc., we encourage students to avail themselves of their ability under Utah state law to dual enroll at The Winter Sports School for their academics, and at their respective neighborhood or district high schools for such desired extracurricular activities. This model has served us very well in the past.





### APPENDIX I – WAIVER REQUESTS

WSS requests a waiver from the normal annual 180 school day requirement. Ideally, WSS will receive a charter to operate with a 139 school day calendar, as we are able to deliver the required 990 instructional hours in that amount of days. If a 139 school day calendar cannot be granted, we request a charter to operate with a 144 school day calendar in line with existing precedent for charter schools currently operating in the state of Utah with a 4-day school week. The proposed calendar in Section 3.a above reflects a 144 school day calendar. If a waiver is granted for 139 days our school year will start one week later to better accommodate students competing in early April events.

This requested waiver is necessary for WSS to execute its mission of preparing its students for college while freeing them from their academic commitments during the winter competition and training season from mid-November to mid-April.